

**Australia
in
Asia and the Pacific
(AAP)
at Fahan**

Vol. I

by

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INTRODUCTION

Major objectives of the Social Studies syllabuses in Years 9 - 12 within schools of the Education Department of Tasmania are to enable young people to become socially, culturally and Asia literate in the 1990's.

Teachers at Fahan School have not been involved in the recent development of the Social Studies syllabuses for the Tasmanian Certificate of Education (TCE) because Social Studies as such is not taught at Fahan. The school has traditionally preferred to include Social Studies content in the Senior (secondary) School within the subject disciplines of History and Geography. However, teachers have held parallel concerns with teachers in other schools regarding the content of courses. During 1987 teachers at Fahan perceived an Australian and Asian literacy gap in curriculum offerings at the school and courses were devised to fill that gap under various banners between 1988 and 1992 - Australian Studies in Year 9 from 1988 - 1990, Asian Studies in Year 9 and Australia in Asia and the Pacific (AAP) in 1992.

AAP, within Education Department Schools, is an extension of the Years 9 and 10 Social Sciences into Years 11 and 12. (In Year 9 the Social Sciences are termed Australian Studies and in Year 10 they are termed World Studies). AAP at Fahan, was also conceived from the implementation of Australian Studies in Year 9 and the planning of World Studies in Year 10. In 1991, a year when no Social Studies

courses were taught in the Fahan Senior School; a document entitled AUSTRALIAN STUDIES AT FAHAN by Jane Naqvi investigated the question "Is our Fahan leaver a culturally literate Australian?" This was done by examining the content of all Social Studies units K - 6 (Junior School) and all History and Geography units 7 - 12 (Senior School). The conclusions reached included the notion that modification of curricula was necessary to develop greater social, cultural and Asian literacy amongst Fahan students. The document, which was submitted as a paper for EED 806 Curriculum Design and Development in the M. Ed. Studies program of the University of Tasmania in November 1991, instigated the introduction of AAP at Fahan in 1992 and the re-offering of Australian Studies into Year 9 for 1993 (but the latter will not go ahead due to low numbers electing to undertake it). It is also a precursor to much of the thinking in this document, AAP AT FAHAN which has two main objectives :

- . to document the development of AAP as a subject for the TCE in general and as a viable subject for Fahan school in particular
- . to put theory into practice through reflection of teaching in 1992 and planning for teaching in 1993.

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A BACKGROUND TO AAP AS A TCE SUBJECT IN TASMANIA

HISTORY AND RATIONALE

To put the rationale for AAP into an intelligible context it is necessary to examine the rationale and history of each component and then look at the sum of those components.

Australia - the word infers a study of the country Australia -
ie: Australian Studies

Asia - the word infers a study of the countries of Asia -
ie: Asian Studies

Pacific - the word infers a study of the countries of the
Pacific region - ie: Pacific Studies

In - the word infers studies of the interdependence of
nations in the Asia-Pacific region and the
relationships between the peoples.

The rationale for AAP is embedded within the rationale for...
Australian Studies integrated with the rationales for Asian Studies
and Pacific Studies and the links between them.

"AUSTRALIAN STUDIES is an umbrella label covering a wide range
of educational philosophies and educational practices.

Australian studies in the broadest sense of the term have been of
some concern to educationists for a long time. perhaps ever since 1693
when Mathew Flinders in his voyage to Terra Australis recommended
"Australia" as the name for the continent and used the word

"Australians" interchangeably with "natives" to refer to the indigenous people.

In the 1880's, however, Australians were not "natives"; they were "British", so much so that the Director of Education in South Australia in 1885 is on record as saying:

.....our adopted country is very largely in the happy position of "having no history"we are citizens of the greater Britain, and the memories of the defeat of the Armada or the taking of Quebec, should stir our pulses more than the gallant deeds of the defenders of the Ballarat stockade.

(as quoted by Susan Ryan, BASSP BULLETIN 1, P.4, 1986)

Content of the Australian school curriculum from the 1800's until the 1960's was very British dominated. Those Social Studies courses with Australian content concentrated on the explorers and the spread of white settlement along with tracings of metal and plastic maps of Australia, the different colours for each state and territory, and the dots for each capital. (The absence of Tasmania from those maps simplified things for the template maker but gave rise to the never ending jokes about Tasmania "being left off the map")!

However, things changed in the 1970's when hundreds of thousands of immigrants of non-British origin, comfortably settled in Australia after the immediate post-war period, began to question unilateral cultural perspectives. Such stirrings were then put on the political agenda by the Minister of Immigration in 1973/74, A.J. Grassby, when he voiced his philosophy of the "Family of the Nation" which was the forerunner of what is now termed "multiculturalism".

.....It is, above all, my personal credo for the future of Australia and all its people, embraced in what I have always regarded with passionate conviction as the family of the nation.

(A.J. Grassby, 1974, Credo for a Nation, P.1)

As multiculturalism became part of the political agenda it also became part of the education agenda.

The Bi-centennial Australian Studies Schools Project (BASSP) was launched by the Minister of Education in 1986, Susan Ryan, who saw Australian studies as being a cross-curricula course of study, aiming to help students understand contemporary Australians and Australia and its place in the world. Through Australian studies it was aimed that students would be exposed to subject matter designed to encourage them to find answers to the questions:

- . what does it mean to be Australian?
 - . how have we come to be this way?
 - . how does this appear in the society around us?
 - . how do we want to change Australia?
- (Susan Ryan on launching the BASSP, 1986, BASSP Bulletin 1, P.16)

Although Australian studies were intended to be cross-curricula emphases the main impact was within the humanities because it is the humanities which are fundamentally concerned with the socio-cultural aspects of human life. It is also within areas of the humanities that students absorb and debate issues of contemporary Australia, including those of class, race and gender. It was within the humanities that the multicultural focus of Australian studies became primarily rooted, although other aspects of Australian studies do stretch beyond the humanities and into geography and the sciences.

The emphasis beyond the socio-cultural focus of Australian studies has the rationale that the content of all disciplines should be relevant to the overall Australian context, the physical as well as the social environment.

The quest for an understanding of Australian identity and Australian relevance to all forms of learning was not intended to be

parochial, insular, nationalistic or jingoistic. It was intended to be the reverse. Australian studies aimed to introduce students to ideas and events far beyond Australia because knowing "ourselves" implies knowing where we come from, and understanding our place and ourselves within a global context. Such knowledge should break parochialism and ethnocentrism rather than reinforce it.

In a presentation to the BASSP, the National Aboriginal Education Advisory Committee (NEAC) and the Curriculum Development Centre (CDC) outlined two ways to approach Australian studies in schools:

- . as a separate, discrete unit
- . as a perspective across the curriculum

From this simple outline the terms Australian (s) studies and Australian (S) Studies were derived.

Australian studies (small s) refers to an interdisciplinary, permeating influence across the curriculum, and Australian Studies (capital S) refers to a separate discipline, a definitive study, specific subject, course or unit.

For example, the subject called "Australian Studies" became the Social Studies syllabus for Year 9 in Tasmania's public schools, and in Victoria, to qualify for the Victorian Certificate of Education (VCE) it is compulsory for Year 11 students to undertake at least two units of an interdisciplinary course of "Australian Studies".

For a school to implement an Australian curriculum its students would need to be exposed to subject disciplines and vocational courses through the use of relevant Australian resources and to be effective this would need to be supported by the school ethos. In other words - Australian (s) studies is better than Australian (S) Studies. This would be an ideal way to develop Australian cultural literacy.

However, the practice and reality in most educational institutions is a long way from the ideal.

In the Committee to Review Australian Studies in Tertiary Institutions (CRASTE) review of Australian studies in Western Australia Teacher Education, student teacher and teachers overwhelmingly indicated a desire to strive for the ideal. They did so by answering a questionnaire in which they denoted a preference for Australian (s) studies over Australian (S) Studies. However, many practising teachers also indicated in interview situations that in reality there needs to be a combination of both modes "so that Australian studies cover the range, but Australian Studies also dig deep in some areas".

(CRASTE paper No. 2, 1986, P.78)

These teachers also indicated that before Australian studies could be accepted and implemented by a major proportion of teachers a process of curriculum change needed to take place.

Primary schools, including upper, lower and early childhood, have traditionally been more open to curriculum change than their higher education counterparts, probably because of their less rigorous timetabling and more child oriented learning atmospheres. Many schools are finding Australian studies a logical curriculum perspective. High schools, colleges and universities tend to go through change processes more gradually (probably more resistant) and the starting point for most of them has been with Australian (S) Studies. Examples are the Department of Education and the Art's aforementioned Year 9 "Australian Studies" Social Studies syllabus and from 1992 the Year 11/12 AAP syllabus.

For a school to face the socio-cultural aspects of contemporary Australian society it is more pragmatic to add a subject than to endeavour to permeate all areas of the curriculum. However, there are dangers in the establishment of a new course of study in these times of recession and this is exemplified by the experience of "Australian Studies" at Fahan. In 1988, the Bi-centennial year, Australian Studies was seen as important enough to be added to the Year 9 core curriculum (all students had to take it) in 1989 and '90 it was an elective but in 1991 it was squeezed out altogether. Reasons given related to low numbers, belt-tightening and timetabling but it was also possibly because the "Bi-centennial enthusiasm" had waned.

However, for students to have some kind of Australian cultural literacy, at some point (s) in their curriculum they need to be lead to form an understanding of "Australianness". "Australianness" was a term coined by the BASSP to refer to a conceptualisation of Australian identity. This need was also reflected in the Tasmanian document, Secondary Education: The Future: "The curriculum to enable students to develop a sense of Australian identity and international understanding". (Education Department of Tasmania, 1987, P.11).

Findings from a project exploring children's ideas about and attitudes towards Australian cultural diversity known as "The Home Project", suggested that there was a strong assumption that Australian identity was synonymous with Anglo-Australian cultural identity. This finding was an exemplar of the attitude that "typical Australian" means "white, male, middle class Anglo-Celtic."

(Naqvi J. and Scharaschkin R. 1986, Multicultural Practice and Monocultural Classrooms, Education Department of Tasmania).

To change this attitude students need to be exposed to the sometimes derisively termed "bandwagon" areas of Australian studies - but the core areas nevertheless. These include Aboriginality and multiculturalism, as well as Australia's relationship with the rest of the world especially those within our geographic region, namely Asian and Pacific nations. It is essential, then, in the Australian Studies context of this document to consider multiculturalism, or more appropriately in an educational context, "MULTICULTURAL EDUCATION."

Like "Australian Studies", "Multicultural Education" is an umbrella label covering a wide range of educational philosophies and education practices.

Multicultural Education is the response to the realization of the educational implications of a multicultural society.

Historically, Australia has always been a multicultural society. Prior to European invasion and settlement, traditional Aboriginal society was not homogeneous. There were as many as twenty-six language "families" and many cultural groupings. As far back as the last century, within the non-Aboriginal population, there was educational pluralism in that there were bilingual and religious schools. During the era of World War 1 the bilingual schools were either closed down or converted into monolingual institutions.

This trend towards a more distinctly monocultural society continued until Australia embarked on its large scale migration program after World War 2. The impact of migration policies on education policies and provisions has been increasingly significant from that time.

(NACCME, 1987, Education in and for a Multicultural Society, P.5)

After World War 2, the policy of assimilation caused languages other than English, including Aboriginal languages, to be either

ignored or denigrated. "Prevailing assimilationist attitudes saw little value in attempts to publicly use, identify with or promote other languages". (ibid P.5). A knowledge of English was the critical factor for a potential migrant to be successful in settling in Australia. It was assumed that English language ability was a guarantee of easy assimilation into Australian society whose values and institutions were distinctly Anglo-Celtic. In the late 1950's the Child Migrant Education program began for children of non-English speaking backgrounds as part of the assimilation process. By the mid sixties, however, there was a growing sense of disquiet among teachers that the educational responses to the presence of migrant children in school was inadequate and that social needs were as important as English language needs. Concern for migrant welfare and a willingness to respond to migrants as groups in need of special programs and services introduced a muted and milder form of assimilation known as "integration." In the 1940's, fifties and sixties, the word "assimilation" meant that the migrant should reject the mother tongue and old values and speak English and adopt Anglo-Celtic values. "Integration", on the other hand, meant that the migrant was encouraged to speak English and embrace Anglo-Celtic values and traditions in public, but to feel free to use the mother tongue and practise other traditions in the privacy of the family home. During 1973/74 during A.J. Grassby's time of Minister for Immigration there was a reduction in the level of migrants due to difficult economic times and subsequent employment conditions (as there was in 1991 and 1992 and will continue to be in 1993). However, at the same time, Grassby initiated the policies of non-discrimination of race, colour and nationality. In just two years as Minister, Grassby managed to

broaden and change the thinking of politicians in both parties so that subsequent Ministers for Immigration and Ethnic Affairs based their platforms on the recognition of cultural diversity amongst the Australian people. Grassby's policies were based on the hope that in the year 2000 an Australian would be:

...Knowledgeable about the history and heritage of his country. He will be outward looking, and will have a keen awareness of Australia's place in the world and, in particular, its place in the region of the world in which we live. He will be at least bilingual and possibly multilingual and thereby heir to the full richness of mankind's past. He will no longer speak of the "Far East" with all the emotional isolation which such phrases imply. And he will no longer walk in the shadows of colonial history.

(A.J. Grassby, Credo for a Nation, 1974, P.15)

Although Grassby lost his seat in the same year, his words were prophetic. A.A. Calwell, Australia's first Minister for Immigration, must have turned in his grave! "It is my hope", he said in November 1946, "that for every foreign immigrant there will be ten people from the U.K." (B. and M. Cigler, 1985, Australia: A Land of Immigrants, P.163). Calwell's wish did not happen for in 1947 the Government made the decision to seek large numbers immigrants from Europe beyond that ratio.

From 1975 on policies of immigration and settlement, ethnic affairs and education, recognized cultural diversity as a fact and a celebration of Australian society and "multiculturalism" had begun. Even with a change of Government in 1975, the Galbally Report in 1978 reaffirmed the Government's commitment to multiculturalism as a social goal and listed principles to pursue equality, equity and cultural diversity. The Galbally Report stressed the right of every person to maintain his or her culture and encouraged the acceptance and understanding of other cultures:

.....our schools and school systems should be encouraged to develop more rapidly various initiatives aimed at improving the understanding of the different histories, cultures, languages and attitudes of those who make up our society.

(F.E. Galbally, 1978, Australia, Committee of Review of Post-Arrival Programs and Services, P.106)

In 1985 the Australian Institute of Multicultural Affairs (AIMA) in a submission to CRASTE reasserted the view:

...that Australia is multicultural society and endorses the view of the Australia Council of Population and Ethnic Affairs that multiculturalism is an ideal extending to all Australians, whether they are Aboriginal, or trace their roots to the British Isles, Continental Europe, Asia, Africa, the Pacific nations or the Americas, or regard themselves simply as Australians. Accordingly a sustained effort is requested to understand the values, traditions and practices of all who consider themselves Australian, and where necessary, in the interests of fairness, harmony and social cohesion, to make adjustments and changes in attitudes and practices.

(CRASTE, 1987, Windows Onto Worlds, P.94)

Multiculturalism then, has both a descriptive and a prescriptive meaning. Used in its descriptive sense, multiculturalism draws attention to the numerous life-styles, values and belief systems in Australian society. In its prescriptive meaning, multiculturalism embodies those values and beliefs that its adherents feel should characterise such a mixed society.

The aims of Multicultural Education relate to the issues of social inequity often experienced by minority ethnic groups due to the attitudes and behaviour of the dominant groups, and the areas of intercultural understanding both within and beyond Australia (which would, of course, be inclusive of Asia and the Pacific) and to ethnicity, cultural identity and cultural interaction.

When Multicultural education leads the student to contemplate personal identity and Australianness it is at this point that the vital link between Multicultural Education and Australian (s) Studies

if formed. The question of what it means to be Australian is one that goes right to the heart of multiculturalism and Australian (s) Studies.

When the aims of Multicultural Education and the aims of Australian (s) Studies are implemented as curriculum content, then the overlap becomes clear:

<u>AIMS</u>	<u>IMPLEMENTATION</u>
<u>MULTICULTURAL EDUCATION</u> promote equal opportunity, harmony and intercultural understanding	through intercultural education programs, using strategies aimed to reduce social inequity
<u>AUSTRALIAN STUDIES</u> develop an understanding of Australia and Australian society	through socio-cultural programs, and Australian - oriented resources within the subject disciplines

The major difference between the aims of Multicultural Education and Australian (s) Studies is basically one of scope.

When Multicultural Education, and this must be inclusive of Aboriginal Studies, has become an integral element of Australian (s) Studies because of the "coming to terms with" Australia's past and present, "ASIAN STUDIES" is an integral part of Australian Studies because of the present and the future - economic interdependence and subsequent human interrelationships.

.....learning about Asia is not something we should be doing simply for reasons of geographic proximity, or simply for the challenge of it We should be studying about Asia because it makes good, hard commonsense for us as Australians to do so. Studying about Asia is an essential part of studying about Australia, an essential part of learning what it is to be Australian, and how we fit into the world around us. Our relationships with Asia are amongst the things which define what it is to be Australian, and set us apart from other societies of predominantly European descent. Teaching about Asia and its languages is part of the Australianization

of the curricula.....that is making the curricula more relevant to Australia's needs and conditions.....The study of Asia and its languages matters because we are Australians, located in a specific geopolitical environment and linked through trade, migration, investment and tourism to Asia in a way profoundly different from any other western country. In other words, to plagiarize the motto of SBS Television, studying Asia is about bringing our education back home, back to Australia. And not just higher education either; the argument is just as relevant and just as pressing for primary and secondary education as well.

(Brown, C., August 1991, from an unpublished paper presented at a TIER dinner at the University of Tasmania, entitled Some Issues in the Study of Asia and Its Languages)

Fervour for Asian Studies in the school curriculum, like the fervour for Multicultural Education, has had its highs and lows. In the 1950's Indonesian language teaching was begun at universities in Melbourne, Sydney and Canberra and then in schools in the same capital cities. Around the same time there was much academic discussion concerning Australia's cultural, geographical and economic presence in the Asian region:

.....increasingly obliged to learn that they are part of Australasia and therefore in relationship of close co-existence with Asia, and that, if they like it or not, they must remain so. Thus an Australian who previously was identified with the British culture pattern is now increasingly obliged to reconcile himself to the fact that he must now identify with Asia as an integral part of a political and socio-economic system, in which Australia is only a small entity.

(Hammet J., June, 1959, Migrant and Personal Identity, in The Australian Quarterly, Vol. XXXI, No.2, P.47)

In the early 1970's the Whitlam Government strove hard to establish close relations with the Asian region. These links were to be based on a sense of Australian identity, built around an image of Australia as a Western but independent nation.

In the journal "Towards an Asia - Literate Society" Elaine McKay pointed out that:

There are a number of tensions inherent in the Asian Studies debate. The first lies in the instrumentalist approach being adopted at the present time unlike the approaches adopted in earlier decades when cultural learning was emphasized.... A second tension lies in the relationship between Asian studies and multicultural education. The new wave of Asian studies, is, as has been said, instrumentalist. It has also been argued that it is in the national interest to learn more about Asia. Multicultural education found its rationale in social justice considerations.... A third tension lies in the degree of attention we give to Asian languages as opposed to Asian studies.

(McKay E. August 1988. Towards an Asia - Literate Society, Number 3, P.6)

The Asian Studies Co-ordinating Committee had been created during the late seventies by the Commonwealth Government and it was given a budget of \$1 million over five years:

A major Japanese language course for schools was developed and other resources for teaching about Asian cultures were published. A scheme of travel grants for teachers to go to Asia was initiated. But when the budget expired, new resources were given to other priority areas in education, in particular, to multicultural education. Many Asian Studies teachers in schools and colleges were then subsumed under this rubric; many others slipped out of the system.

(McKay, E., 1990, Asian Studies, in Pacific-Asian Education, Vol.2:1, P.16)

Elaine McKay's point about funding for Asian Studies losing out to Multicultural Education and the overlaps and tensions between the two areas were realized by the NACCME committee in 1987 and they urged the Commonwealth to resolve the interrelationships between Multicultural Education, Aboriginal Studies and Australian Studies.

At the national level, the Commonwealth should seek to resolve the interrelationships between Multicultural Education, Aboriginal Studies and Australian (s) Studies. The exploration of these areas needs to emphasize both the complementary elements and the scope of study perspectives, without ignoring the areas where overlaps do not occur. The analysis of these curriculum components should be made by

an agency such as the Curriculum Development Centre, in close consultation with appropriate advisory bodies such as NAEC, the Asian Studies Council, BASSP and NACCME, and appropriate community and state groups with expertise in the relevant area of study.

(NACCME, 1987, Education in and for a Multicultural Society: Issues and Strategies for Policy Making, 6.66, P.48)

The National Advisory and Co-ordinating Committee for Multicultural Education (NACCME), the Bicentennial Australian Studies Project (BASSP) and the Asian Studies Council no longer exist and the Curriculum Development Centre (CDC) and the National Aboriginal Education Committee (NAEC) have never responded to this particular challenge. Perhaps the newly-formed (1992) Asia Education Foundation under the chairpersonship of Warren Brewer of the Curriculum Corporation of Victoria (who was, until December, 1990, Head of Curriculum Services, Department of Education and the Arts (DEA), Tasmania, and also the first Chairperson of the AAP Committee) may come to terms with these overlapping, but sometimes conflicting elements, which to date have not been officially clarified at either the State or the Commonwealth level. In fact such clarification may probably only be done at the subject level, as is being exemplified through this rationale for the implementation of AAP as a subject for the TCE. In an Asian Studies Conference held 12 - 16 August, 1991, writer and lecturer Nancy Viviani delivered a paper on this topic:

The debate about what it is to be an Australian has several dimensions. It is forced on us by black Australians and we still have to come to terms with this. It is embedded in the debate about multiculturalism and the limits to that. The debate about Asian migration is also in part, an argument about what it is to be an Australian The reasons why we find these debates disturbing is that what is going on is the "remaking of Australia" - in economic, cultural and political terms - the reconstruction of our past in order to enter a different future, and the necessary remaking of our self-identity.

(Viviani, N. 1990, Asian Studies for Australian Schools
The Critical Questions: Why, What How?)

By the end of the 1980's much of the Commonwealth funding for Multicultural Education had ceased (the Multicultural Education Coordinating Committees had been disbanded, NACCME was dissolved, the role of the Australian Institute of Multicultural Affairs (AIMA) had diminished) and funding was returning to Asian Studies (the Asian Studies Council was established in 1986), Australian Studies (the BASSP began in 1986) and second language programs (the National Policy on Languages was submitted to the Commonwealth Government in November, 1986). It was not a coincidence that these three areas were to receive funding in the late eighties. Australian (s) Studies were riding the crest of the "Bicentennial wave", the National Language Policy was seen to be a tangible outcome of multiculturalism ("unity in diversity" on the other hand, was always a difficult concept to comprehend) and Asian Studies began its third run with the mass realization that Asia was the fastest growing economic region in the world.

Our future is in Asia. We need to develop political, commercial and personal links to the governments, businesses and peoples of the nations to our north because our survival and prosperity will depend on such links.

(Dawkins, J. M.P. Minister for Employment, Education and Training, Australia Day Statement for 1988 as quoted in the Asian Studies in the Curriculum Project, through the C.D.C.)

As the 1990's began similar statements were reiterated by leading educators:

Our area of concern is one of the most varied on the face of the globe and is likely to be a focus of major change in the decade to come. A major object of this journal is to assist in the massive task of shaping the nature of our common future by helping to direct that change.

(Hughes, P. (Ed). Pacific - Asian Education: Pacific Circle Consortium, A Journal about Education in Pacific Circle Countries, Vol. 2, NO. 1, 1990)

Over the last few years there has been a vast outpouring from academics, business leaders, journalists and politicians for Asian Studies to be increased within both tertiary institutions and in schools. The Tasmanian Education Department responded by the creation of Asian Studies units in the Years 9 and 10 Social Sciences (Australian and World Studies) and with the units of AAP within the subject disciplines and the Social Sciences in Years 11 and 12. It was within this Asia-oriented climate, however, that funding for the Tasmanian-produced resources "Asia Wise" ceased at the end of 1991. It is somewhat ironic that the teachers of Australia lost "Asia Wise" around about the same time as the term "Asia literacy" became part of education jargon! However, the Asia Education Foundation, established in 1992, apparently has a generous resources-producing brief to enhance Asia literacy in schools. Asia literacy

.... is intended to be an unthreatening and accessible way of getting at the essential problem of the intellectual uses of the study of Asia and the question of Australian identity I think the road to Asian literacy lies, not wholly, but significantly, within the study of the humanities the challenge of the humanities is an intellectual challenge. It's about the proper study of mankind but also about what is valued, what is excellent, what is beautiful, what is moving, what is lasting, about what are matters of belief To insist that the above can be addressed solely through European or Western knowledge, which is still the assumption on which our education is based in the year 1990, is not only a disfigurement and deformity but it is also ignorant.

(Fitzgerald, S., 1991, Education and the Australian Mind; The Buntine Oration in Newsletter, Asian Studies Association of Tasmania, Inc. Vol. 5, No. 1)

In the Asian Studies Conference in 1991 mentioned earlier Nancy Viviani also stated: "I think there are three principal reasons why we should teach Asian studies in schools: The first is intellectual, the second is philosophical (humanistic) and the third is utilitarian (economic)".

In schools there can be Asian (capital S) Studies, which may refer to specific courses or units of courses, or Asian (small s) studies which involve the integration of studies of Asia across the curriculum within the subject disciplines. For example, in the subject discipline of Economics, Asian studies would seek to increase the understanding of the implications of the increasing levels of trade within the Asian region, especially that generated by the newly industrialised countries of South Korea, Taiwan, Hong Kong and Singapore. (The AAP unit "Economics of Australia, Asia and the Pacific has this aim). Multicultural Education strategies in Asian studies within the Social Sciences would attempt to reform negative attitudes/ideas that are sometimes held about our Asian neighbours often lingering as legacies from the past. (The AAP units Ideas and Religions, Societies in Australia, Asia and the Pacific and History have this aim along with others). Within the humanities, notably History, Geography, Social Science and English would be incorporated a study of Asian literature, history, cultures, geography, politics, economics, customs and business practices, societies and peoples, attitudes, values, beliefs, religions, tourism and development aid. Some of these have been incorporated into the teaching of units of AAP at Fahan in 1992.

Thus far it has been argued that Multicultural Education, inclusive of Aboriginal Studies, and Asian Studies all form the content of Australian (s) Studies within the humanities areas of the curriculum. It is also recognized that each area of content is inextricably linked to the others. For example, the study of the culture of a particular ethnic group in Australia could well be considered an intercultural study and/or a history study and as such

is part of Multicultural Education. However, it is not a multicultural/Australian study until the influences on and from and the interrelationships with the indigenous peoples and other ethnic groups including Asian ethnic groups within Australia are addressed.

Understanding these influences and interrelationships is at the heart of social and cultural literacy. This can be exemplified by looking at Robinson Crusoe, the hero of Daniel Defoe's 1719 novel of the same name. Crusoe's claim to fame lay in his ability to survive on his own, by his own "natural" skills and instincts. However, Crusoe's "natural" skills involved social and cultural products - a gun, a Bible and a language - all products constructed by many others of the culture in which he had previously been a member. Such was the effect of his socialisation that when he met Friday, he presumed him to have no faith, no language, no skills and proceeded not only to dominate his homeland but to transform him!

Australian (s) Studies, then, when seen from this holistic viewpoint, including the subject, AAP, should provide students with the tools of social literacy for cultural analysis and mainstream participation.

The terms "social literacy", "cultural literacy" and "Asia literacy" are in popular usage today in discussions of a "core curriculum". In this paper, the terms "social literacy" and "cultural literacy" have been used synonymously as both refer to the elements common to all human beings and the structures and core culture of Australian society. To refer to each distinctly and to discuss them separately are beyond the boundaries of this rationale (perhaps "socio - cultural" is a better term) and would cloud the point that Australian (s) Studies provide the means to social and cultural

literacy. Perhaps, it is suffice to state that cultural literacy refers to the *knowledge* that a person needs in order to be a literate Australian and social literacy refers to the *empowerment* that that knowledge gives the learner - the learner has skills for active participation in Australian society.

Many educationists who argue in favour of a "core" curriculum take their meaning of cultural literacy from the definitions of an American educator, E.D. Hirsch Jnr., Professor of English at the University of Virginia. In his book "Cultural Literacy: What Every American Needs to Know", Hirsch argues that there is specific information that all Americans need to know in order to be considered to be culturally literate.

What is common to our broad culture?

Besides the English language and the national legal codes, American culture possesses first of all a civil religion that underlies our civil ethos. Our civil ethos conduct of the nation is guided by a vaguely defined God. Our tradition places We believe in altruism and self-help, in equality, freedom, truth telling, and respect for the national law.

(Hirsch, E.D. 1987, Cultural Literacy, Houghten Mifflin Company, Boston, P. 98-99)

Further,

Books and newspapers assume a "common reader", that is, a person who knows the things known by other literate persons in the culture, Any reader who doesn't possess the knowledge assumed in a piece he or she reads will in fact be illiterate with respect to that particular piece of writing.

(Ibid., P.13)

Hirsch's "Cultural Literacy" 'includes an appendix of the content with which literate Americans should be familiar. (His list includes Tasmania). If one agreed with Hirsch that there is specific content which all Americans should know to be cultural literate, then it would follow that all countries would have their own brand of cultural

literacy. For example, a culturally literate Australian would have different knowledge than a culturally literate American or a culturally literate Laotian, although there would be universal overlaps of knowledge. If this is the case, then there can be no such concept as total "cultural literacy" for all countries and all cultures. A Fahan student, theoretically, can become a "culturally literate Australian" but she cannot ever become "culturally literate".

If each Fahan leaver is to be a culturally literate Australian, what should she have been taught - what should she know? Perhaps only a Hirsch - disciple would attempt to draw a specific list. However, only the core area of knowledge which is *relevant to a rationale for AAP* is outlined here:

. She should have undertaken intercultural, historical, sociological studies of Aborigines and of other ethnic groups within Australia in order to reach an understanding of the influence of ethnicity on Australian identity. Such studies will "introduce students to ideas and events far beyond Australia, because knowing ourselves implies knowing where we came from, and understanding our place and ourselves within a global context."

(CRASTE, Bulletin 1, 1986. P.31)

The Hobart Declaration on Schooling, April 1989, listed ten "Common and Agreed National Goals for Schooling in Australia". The cultural literacy areas concerning content for Australian (s) Studies form the basis of goals (6), (7) and (8). (See Appendix 1).

The argument has now been made that Australian cultural literacy is gained through Australian (s) Studies which includes the socio-cultural components of Australian life through content relating to Multicultural Education and Asian Studies. Enhancing Australian socio-cultural literacy, then, is the vital objective, or should be, of the TCE subject AAP.

However, where, in this scenario, do "PACIFIC STUDIES" fit?

Although Pacific related studies in schools began to gain support in the late 1980's they have taken a backseat to the concerns of Multicultural Education/Australian Studies/Asian studies especially in Tasmanian public and independent schools partially due to two pragmatic problems. Whilst interest has been aroused in the Pacific area generally because of media reports of Kanak independence, military coups in Fiji, Greenpeace campaigns, unrest on Bougainville, cyclones and tourist resorts etc, and there does exist an extensive range of academic books and journals, there is a dearth of suitable teaching resources and little is being done in terms of pre-service and in-service education to prepare teachers for Pacific Studies.

Although AAP aims to plug the Pacific Studies gap in Years 11/12 and most units of study include content that is directly or can be generally related to the Pacific, the Pacific-specific content is still minor compared to Asia-specific content. For example, in the most recent AAP syllabus to date, (December, 1992) AAP SS 735C, Draft Proposal of Amendments for 1993, (Appendix 2) the following units contain Pacific - specific content which can be quantified thus:

- . The Empires of Asia and the Pacific unit contains approximately 33% of optional Pacific-specific content

- . The Ideas and Religions in Australian, Asian and Pacific Societies unit contains approximately 20% of optional Pacific - specific content
- . The History of Australia in Asia and the Pacific unit contains approximately 23% of optional Pacific-specific content
- . The Aboriginal Studies unit contains approximately 25% - 50% of compulsory Pacific - specific content. (However, it shall be argued in the section AAP AT FAHAN: Aboriginal Studies that this is unmanageable and possibly counter productive).

The other units contain no Pacific-specific content although Pacific examples can and no doubt are being used to develop concepts. It may be that the Pacific Studies content of AAP is adequate - it is not the intention of this rationale to quantify the percentage of content that *should* be Australian, Asian or Pacific. The overlaps and interrelationships lead to the notion of interdependence in any case.

The thoughts that come to mind that are associated with the dearth of Australian classes in general undertaking Pacific Studies in any context were expressed by Max Quanchi, lecturer in Humanities, BCAE, Carseldine, Queensland, at the 1990 ANZAAS Conference in Hobart:

Perhaps it is time for the Pacific to be part of a program of national significance with the publicity, funding and networking that such a title carries with it. Perhaps it is time for the Australian Research committee Grants to include a category on the Pacific, as it just has done for "Asia".... In these reports and in others on Asian studies and Multicultural studies the phrasing of the arguments and recommendations, with the substitution of "Pacific" for "Asian" or "Multicultural", could be used as a platform for increasing Pacific related studies in the curriculum.

(Quanchi, M., 1990, Teaching about the Southwest Pacific; what is essential? Paper presented at ANZAAS Congress: Education: Hobart, February 14 - 16).

Quanchi goes on to list areas of study in the Pacific and his list includes topics which are currently offered through AAP units, or could be included as concept exemplars. (Appendix 3)

In summary, the rationale proposed for AAP is that:

Australian Studies
 Through the Implementation of AAP in Years 11/12
 Provide a Means
 to
 Australian Social and Cultural Literacy
 by
 Teaching about Ourselves and Others
 in
 Aboriginal Australia < - > Multicultural Australia < - >
 Asia and the Pacific < - > Australia in Asia and the Pacific
 in
 The Past < - > The Present < - > The Future
 through
 Challenging the Intellect
 and
 Promoting Ideals
 of
 Interdependence
 Equality and Equity
 Unity in Diversity
 Peace
 Conservation
 Excellence

DEVELOPMENT OF CONTENT

As a TCE subject in Tasmania, AAP developed from an Australian Studies rationale within the Social Sciences Committee of the Education Department of Tasmania under the Chairpersonship of Warren Brewer, Senior Superintendent of the Curriculum and Evaluation Section. The Committee held its first meeting in May, 1990 and its members included Social Science teachers, teachers from the disciplines of History, Geography and Economics and teachers representing the Subject Committees of Ancient Civilisations, Religious Studies, Political Studies, Behavioural Studies and Aboriginal Studies. Also on the Committee were the Principal Curriculum Officer of Social Science, a Board Officer from the Schools Board and a Social Science lecturer from the School of Education, University of Tasmania. During meetings from May 1990 until the end of that year when Warren Brewer left the Education Department and went interstate, the rationale for the Australia-wide push for the introduction of Australian Studies as a multi-discipline college (11/12) subject was discussed as a precursor to the formation of the Committee's rationale for its introduction of the subject coinciding with the introduction of the TCE into Senior Secondary schools and colleges in 1992.

During this overview of the development of content the terms "syllabus", "subject" and "unit" will be used interchangeably to refer

to the individual content areas (ie: the A units/A subjects/A syllabuses) and the terms "course", "subject" and "syllabus" (again) will be used interchangeably to refer to AAP as a whole (ie: the C course/subject/syllabus). This variance of terminology was used throughout the minutes of Committee meetings and in Departmental and Board documents about AAP.

From the early meetings in 1990 until later meetings in 1991 the membership of the Committee tended to fluctuate. Records of some of the minutes of meetings indicate that this fluctuation had an effect on the rationale for the subject itself in that it perpetuated the tensions that occurred between teachers of the subject disciplines and teachers of the Social Sciences concerning objectives and "ownership" of content. Subsequently, these fluctuations and their associated tensions affected the timetable of development of appropriate syllabuses.

Concerns were raised during early meetings that teachers of the single subject disciplines were over-represented and that if a Years 11/12 multi-discipline Australian Studies subject was to go ahead then teachers would need assistance in developing teaching strategies and time for testing and exchanging ideas. Both of these early concerns have had ramifications not only during the planning of AAP but also during its first year of implementation.

Fahan School, for example, was represented at one of the earlier meetings by a teacher of History and then not again, for reasons which have been outlined in the Introduction and also because the teacher who implemented AAP at Fahan in 1992 (Jane Naqvi) was teaching in Fahan's Junior (primary) School at the time. Representatives from other independent schools also did not play a significant role in the

development of AAP.

From the initial Social Science Committee sub-committees were formed whose tasks were to propose a model for syllabus development (the Subject Development Committee) and to write the content for the individual units, consider the unit-specific objectives and the criteria for assessment and to develop assessment procedures (the Subject Committees and the Social Science Working Party).

In one of their meetings the Social Science Working Party when considering content of units identified the need to emphasize comparative approaches to exploring interdependence and relationships. They noted that the choice of "in" in the title Australia in Asia and the Pacific represented the importance of this position. The appropriateness of comparative studies as a strategy is discussed in the section of this document, IDEAS AND RELIGIONS, Planning for 1993, Week 3, and again in CONCLUSIONS AND RECOMMENDATIONS.

The title "AAP" as well as syllabus models and content considerations went through several developmental stages. Early in 1990 the title "Australian Regional Studies" was proposed and the subject was to be divided into two strands - a Cultural strand and a Business strand. From each strand students had to choose one unit and then take an optional unit from either strand. (Appendix 4)

In August 1990 the Social Science Working Party dispensed with the title "Australian Regional Studies" and suggested the title "Australia in Asia and the Pacific". However, in December 1990, when a model for Social Sciences 11/12 was circulated to schools the title appeared as "Australian and Pacific Studies". This model was less didactic than the earlier one in that the Cultural and Business "strands" had been rejected and for the C syllabus students would be

able to take a combination of any three units depending, of course, on what was offered by the school or college). (Appendix 5)

In May 1991 a new model, entitled "Australia in Asia and the Pacific" was proposed and this brought in the notion of a "Core" unit. (Appendix 6) This major modification resulted from a college analysis of the model and the deliberations of college Principals and a newly established Committee called the Curriculum Equivalences/Congruences Committee (4C's) composed of Curriculum Services, the Schools Board Social Science 9 - 12 Committee and some College teachers. The model was changed mainly because of confusion between course development (AAP as a whole) and syllabus (unit) development. The 4C's Committee believed that the inclusion of a common compulsory core for AAP would enhance the coherence, consistency and comparability of the units. The modification to be imposed by the 4C's Committee lead to some confusion and disenchantment amongst teachers at the time with the idea of AAP because the new guidelines seemed inflexible and not necessarily consistent with the original rationale. The Schools Board Officer was also not pleased with the suggested changes by the 4C's Committee to the original model and indicated that the matter of cohesion between the syllabuses (now coded 735,734 plus a neighbouring syllabus for less able students) and the units be considered again with teachers and the various committees. While the Schools Board was responsible for the approval of syllabuses, practising teachers were responsible for developing the units of study. In retrospect the intervention of the 4C's Committee and the rejection of its suggestion highlighted the fact that AAP was a teacher-developed subject rather than a tertiary-driven subject, and, ultimately, it has remained that way.

Between May and December 1991 problems of cohesion, consistency and comparability were reviewed and a further modified model was proposed by the Committees and accepted by the Schools Board for implementation in 1992. This model consisted of 10 units from which students could choose any three to comprise a C syllabus. There was to be no core unit(s) but cohesion between the syllabuses and the units was to be maintained through a generic set of core objectives and assessment criteria. By late 1991 five of the units were accepted by the University's Tertiary Admissions Committee, namely Empires of Asia, Ideas and Religions of Asian Societies, The Australian Economic Environment, A Regional Geographic Perspective and History. In 1992 Legal Systems of Australia, Asia and the Pacific was also accepted. As well as the generic sets of objectives and criteria each unit had subject-specific objectives and criteria. It is this model and set of syllabuses that were followed by teachers of AAP in its introductory year, 1992. (Appendix 7)

By the beginning of 1992 AAP had begun in several schools and colleges and the developmental emphases shifted from the Committees designing the model and writing the objectives, syllabuses and criteria to the challenges and problems faced by teachers that the Committees had not yet fully faced or solved - those of cohesion (functional as opposed to theoretical) and assessment. These were highlighted during an AAP Workshop facilitated by Colin Brown of the Asia Centre and Mary Fearnley-Sander of the School of Education at the University of Tasmania, Hobart campus, 8 - 9 May, 1992. During this workshop practising teachers of AAP were asked to outline their C courses and to describe the links between their selected units by

answering the questions:

- . How do individual syllabuses address the learning objectives and key criteria?
- . How are individual syllabuses combined to address the learning objectives and key criteria as a whole?

Three teachers made presentations focusing on these questions. The exercise illustrated the variety of methodologies being undertaken by teachers and the follow-up discussions indicated that many teachers were operating on different "wavelengths" and probably from inconsistent rationales. Some college students undertaking AAP had been invited to attend the workshop and they indicated that their major concern with the course was in the area of assessment. They wanted verification about what to expect in an external examination situation. They did not get it. An afternoon discussion about criteria and procedures for assessment showed that there were many problems and "unknowns" to be overcome and more challenges to be faced.

Since the implementation of the TCE in Years 11/12 in 1992 all subject teachers were grappling with new marking (and consequently teaching) techniques so those teaching AAP had the dual task of introducing a new subject (or a unit or a series of units with generic objectives) and using criteria based assessment. These problems and challenges for AAP teachers can be summarized as:

- . implementing assessment according to the TCE guidelines. (Appendix 8)
- . implementing assessment to satisfy the requirement of cohesion between the range of syllabuses. (Appendix 9)
- . implementing assessment which adequately addresses each of

- the criteria including the unit-specific criteria
- . making the algorithm rigorous but fair and achievable.

For AAP to be granted pre-tertiary status by the Tertiary Admissions Committee of the University of Tasmania it was essential to rapidly develop the means of assessing the subject as a whole. However, the development of a valid instrument for this purpose was fraught with difficulties such as:

- . the need to assess a wide and varied amount of elective content with one instrument
- . the need to demonstrate knowledge (the subject discipline Perspective) coupled with the need to apply concepts widely (the Social Science perspective). Whilst this is an over-simplification it is included to illustrate the tensions that existed between the syllabus-writing committees and therefore contributed to the difficulty of the assessment procedure.

Throughout 1992 much attention was given to this task with an address by Helen Hocking of Curriculum Services providing a theoretical framework.

Authentic achievement is producing knowledge rather than reproducing knowledge based on understanding and revealed through discourse, creation of things and performances, the product of disciplined enquiry which is based on prior knowledge, in-depth understanding and is integrated in form and having aesthetic, utilitarian and personal value.

(Hocking, Helen, 1991 in an address to the Northern Professional Development Group 15 May 1991 and quoting Wiggins, G., 1989, A true test: Towards more authentic and equitable assessment Phi Delta Kappan, Vol.70, No 9, P.705)

The external assessment instrument finally decided upon was the use of a "hypothetical". Samples of the development of the "hypothetical" are appendaged. (Appendix 10) as is the "hypothetical" used in the final examination paper in November, 1992, (Appendix 11).

CURRENT SITUATION

Not all units of AAP have yet been given pre-tertiary C status by the Tertiary Admissions Committee although the most recent approach to this Committee by the Schools Board was to present the AAP syllabus as a whole rather than as a series of separate A units. Units still waiting for pre-tertiary status include Aboriginal Studies, Tourism in Australia, Asia and the Pacific and Work in Australia, Asia and the Pacific. At the end of 1991 Fahan School was awaiting pre - tertiary status for two of these units. Ten students had opted to undertake AAP in its introductory year in 1992 but at the beginning of the year when the Fahan course (due to selection of units) was not to be accredited as a pre-tertiary C subject three students withdrew in order to take alternative, second choice, externally accredited courses. (Interestingly, two of these students actually joined in an Aboriginal Studies project purely out of interest, one as a composer and one as a musician. Another girl who had not been involved at all also joined as a writer). Six other students who had also wished to undertake AAP as a pre-tertiary subject decided to continue the course out of interest in its content and realizing relevance in its objectives. However, for AAP to remain viable in a school such as Fahan it is essential for the entire syllabus to have pre-tertiary status. A suggestion to switch units in order to teach those units which do have pre-tertiary status negates the reasons for the selection of the particular units - a factor which is discussed in the section AAP AT FAHAN - THE PROGRAMME.

Twenty-one students wish to undertake AAP in 1993 and many of them will expect to have the option of taking it as a pre-tertiary C course. Whether they will be able to receive this accreditation after successfully completing their units lies with the Tertiary Admissions Committee of the University of Tasmania.

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One of the strengths of AAP is its flexibility - both the multidisciplinary nature of its content and because it can be taken in a variety of ways. In Year 11 or 12 AAP can be taken as a full C course (3 units comprising 150 hours - either taken by one teacher or by three teachers), a B course (2 units comprising 100 hours, or as an A subject (one unit of 50 hours). It can be studied as a pathway to another subject or discipline, or studied solely for interest or alternatively it can be taken as a pre-tertiary course. It can also be studied at more or less demanding levels of difficulty within the one classroom and maintain relevance for the majority of students. The AAP course is one of the only pre-tertiary courses in Tasmania which is offered at Year 11 as well as Year 12. It is also the only Social Science or Humanities course that many students will study at the Senior Secondary level. For each of these reasons AAP has a potentially large enrolment. When difficulties are being experienced by course developers with "getting the content right", with cohesion and with the assessment criteria and instruments, it is important for teachers, school and college administrators, DEA, the Schools Board and the University to reconsider both the strengths of the current model and the rationale behind the subject.

Assessment practices must match curriculum goals. Essentially both curriculum goals and assessment must be authentic. If we wish to design an authentic test we must first decide what are the actual performances that we want students to be good at. We design these performances first and worry about a fair and thorough method of grading them later.

(Wiggins, 1989, P.705)

In a December AAP Moderation meeting at Elizabeth College teachers contributed verbal and written ideas for modification to the AAP syllabus. One such idea concerned the abolition of the notion of "key" criteria except for the unit-specific criteria. Modification was also suggested for most syllabus content and some of these suggestions have been included in the latest, amended syllabus draft of the Schools Board, although the key criteria still remain. (Appendix 2). Even in this amended syllabus further modifications will need to be made. For example, further modifications are suggested in this document in the sections ABORIGINAL STUDIES and CONCLUSIONS AND RECOMMENDATIONS. At the Moderation meeting teachers also expressed the need for moderation procedures to be established.

Without doubt, the development Committees, teachers and the Schools Board "haven't got AAP completely right yet" but in a first year of implementation one would expect a new subject to be in a chrysalis stage. In this document, the section AAP AT FAHAN - THE PROGRAMME addresses the issues of cohesion, implementation and assessment of the AAP units that are taught at Fahan namely Aboriginal Studies, Ideas and Religions in Australian, Asian and Pacific Societies and Tourism in Australia, Asia and the Pacific. The section CONCLUSIONS AND RECOMMENDATIONS discusses those areas which affect Fahan in particular and AAP in general as a TCE subject.

The School of Education, University of Tasmania, Hobart, is planning to run an 18 point programme in 1993 aimed at in-servicing

teachers of AAP. The course planners, Dr M. Fearnley-Sander from the School of Education at the University of Tasmania and A. Grant AIST 3 from Hobart College and Chief Examiner of AAP, currently are awaiting funding approval for their proposal through the University and the Asia Education Foundation.

The Hartz Magnet Cluster Proposal.

To enhance teaching and learning about Asia across the curriculum. An innovative programme to integrate some secondary, primary and senior secondary schools within the region with two independent schools, with teacher training institutions and Education Department personnel. (Appendix 15)

A BACKGROUND TO AAP AT FAHAN

Fahan School is an independent girls' school, K - 12, of about 450 students. It was established in 1935 and is situated in 6.25 hectares of gardens and playing fields in Lower Sandy Bay, Hobart, Tasmania, an area whose population is either considered to be fairly affluent or upwardly socio-economically mobile. The school draws many of its students from the surrounding area, but many others come from other suburbs of Hobart and a small proportion, who live in country areas of Tasmania, are boarders. There are frequently one or two overseas students but their schooling at Fahan is usually for a short period.

In most families of students at Fahan both parents work.

The small size of the school provides a comfortable and nurturing environment for a fairly rigorous curriculum. Attention to uniform and tradition is constant and parental expectations of teacher input and effort and student performance are high.

The Fahan community includes the School Council, Associations such as Old Scholars, Fahan Fathers and Parents and Friends, the staff and students. From observation of names and behaviour amongst these factions of the school community there is an apparent homogeneity of ethnic background, group heritage and cultural values. In ethnicity terms the school community is predominantly Anglo-Celtic Australian.

The school itself holds Anglo-Celtic traditions and approximately 41% of current senior staff, including the Principal, are first-generation Australians from England.

Although French and German have been taught from Year 5 for many years and Japanese is an elective in Years 11 and 12 and students from other countries with different cultures and religious traditions, although small in number, are warmly welcomed into the school community, the school is predominantly monocultural in outlook. The historical perspectives, linguistic traditions, religious beliefs and customs, educational expectations, cultural identity and personal values of the bulk of the student population and the associated community reflect little of the cultural diversity that characterises wider Australian society. Very few Fahan students leave school at the end of Years 10 or 11 and records from the last twenty years show that the greatest proportion have left at the end of Year 12.

On her final day of being a Fahan schoolgirl, the eighteen year old, in the presence of parents, friends and teachers, takes a running jump and lands chest-down onto the linked arms of chanting peers. She is then bounced along by the momentum of waving arms to the end of the line in a ritual known as the "*Tossing Out*".

The site on which this somewhat barbaric, painful but fun ceremony is being carried out could quite possibly have been inhabited by people performing strange but interesting rituals for 23000 years; the ritual in which she is participating was a traditional ceremony - from an old English college and transposed to Fahan fifty-seven years ago; Fahan itself was named after a small village in northern Ireland; the future into which she is being tossed will quite possibly be affected by Australia's interdependence with Asia.

(Naqvi, J., 1991. (unpublished) Australian Studies at Fahan)

Does the eighteen year old appreciate the cultural implications of these facts and assertions?

Is the Fahan leaver a culturally literate Australian?

Is the Fahan leaver prepared to be further educated for the role(s) which will help forge the links that Australians need with the peoples and nations of Asia and the Pacific?

Whatever the answers to these questions the rationale for Australian Studies articulated in the first section of this document and summarised on P.28 apply to the students of Fahan.

Most Fahan graduates pursue tertiary studies and quite a few are likely to enter professions and be in positions involving decision-making for the wider community - the wider community in Australia being culturally diverse (one quarter of the Australian population is of other than Anglo-Celtic descent), or be in careers involving interaction with people from Asian and/or Pacific nations. If this hypothesis is correct, and much evidence to support it is documented in Australian Studies at Fahan, it would appear that Fahan students require an education that will prepare them to interact comfortably within a multicultural Australia and an Asia/Pacific oriented/interdependent society.

The social context of any school is influenced by its clientele including their culture and ethnicity as well as their socio-economic status. In terms of culture and ethnicity Fahan families have indicated on official forms that they affiliate with a Christian faith and 10% belong to the Uniting Church under whose auspices the school belongs. Apart from approximately 7% of Fahan families, the Fahan community subscribes to a fairly common Western Christian culture in terms of practices and beliefs, which, of course, is to be expected in a Christian school in Tasmania.

Because the clientele pay high fees for their child's schooling it can be reasonably assumed that parents send their daughter(s) to Fahan for many reasons but the one most relevant to the introduction of AAP to the curriculum is their concern with academic performance and results and the fact that they see the school as sharing this

concern. A clientele who values academic performance and achievement obviously requires the option of pre-tertiary status for each subject that the school offers, hence the necessity for the whole of AAP to be accredited with pre-tertiary status in order to be a viable subject at Fahan. Making curricula relevant to the perceived and articulated needs of the clientele is essential in any school, but probably even more so in an independent school. The defining fact about it is that parents who believe the curricula is not meeting the needs of their child can walk away from the school and pick another.

In 1991, in preparation for a proposal to offer AAP as an elective in Years 11 and 12 an analysis was made of Australian Studies content K - 12 and of the Fahan clientele's attitudes towards Australian Studies, particularly the Asia content. On a sample survey, fully documented in Australian Studies at Fahan, of all the 1991 Year 10 students and their parents, it was found that:

Students were more Eurocentred than their parents. This could be to do with the fact that students are more familiar and comfortable with the current school curriculum and parents are more influenced by current events and more up to date with expressed national needs....When the reasons for LOTE choices were analyzed only a few respondents made choices for reasons relating to language/cultural maintenance. The majority of parent choices for their daughters were for reasons relating to economic geographical position - hence Japanese. The majority of student choices were for reasons relating to personal interest.... From this analysis it appears as though the Fahan parents are hearing the message for more Asian content in the school curriculum and that their daughters are hearing it a bit, but not very loudly.... The indications from this study are that within this school there is still twice as much interest in learning European languages than there is learning Asian languages. The implication is that Asian literacy is likely to be more successful through Asian (s) Studies than it is through Asian languages at least in the foreseeable future....The students were asked (again, parents were asked to indicate what they would prefer for their daughters) 'If you had the choice of learning about the culture of any countries you wished, write three countries that you would choose in order of your preference?' The No. 1 choice overall of parents and students was Japan. As a geographic grouping Asia ranked significantly higher than Europe. This is a very strong indicator that the school clientele,

both parents and students, see an educational need for relevant curriculum content in Asian Studies.

(Naqvi, J. 1991, Tasmanian Attitudes To Cultural Diversity, in Asia in Education, Conference Proceedings, University of Tasmania, Launceston, November 1991). (Appendix 13)

The analysis of content consisted of a comparison of the amounts of classroom teaching time spent on each of the content areas of Australia/Asia/Europe/Other in Social Studies K - 6 and History and Geography 7 ¹ - 12. The analysis was made from a study of the statements of content, not from observation of teaching practice. The analysis also assumed that equal time was spent on each of the stated topics or units.

A summary of the information gained from this analysis revealed the following information:

Junior school, 1991, K - 6: Approximate % of time distribution of Australian/European/Asian/Other content.

<u>Australian</u>	<u>European</u>	<u>Asian</u>	<u>Other</u>
59.5	19	19	2.5

Senior School, 1991, 7 - 12: Approximate % of time distribution of Australian/European/Asian/Other content including all electives.

<u>Australian</u>	<u>European</u>	<u>Asian</u>	<u>Other</u>
29	45	16	10

From these figures it can be seen that:

. In the Junior school the greater proportion of content is Australian based with the remainder equally consisting of European and Asian content. For a primary school in 1991 this balance is consistent with relevant documents concerning Social Studies curriculum such as the CDC and the Australian Bicentennial Authority 1988 document, Developing an Australian Curriculum and the Education Department of South Australia 1989 document, Learning in Early Childhood, Adelaide.

. In the Senior School in 1991 there was an unbalanced picture with a strongly Eurocentric curriculum in terms of content. This was especially so within the discipline of History. For example:

History, 1991, 7 - 10: Approximate % of time distribution of Australian/European/Asian/Other content, including the History elective in Year 9.

Australian	European	Asian	Other
10	70	10	10

In 1992, with the inclusion of A.A.P. into Years 11/12 and one period of Asian Studies in Year 9, the picture was still unbalanced.

Australian	European	Asian	Other
29	40	22	9

This imbalance was due to very little Asian content in Years 7, 8 and 10 in 1992 and will continue to be unbalanced from Years 7 - 10 in 1993.

From both the rationale for cultural literacy (Australian (s) Studies) and from the analysis of the clientele's "wants" and from the analysis of what is offered on the History and Geography syllabus in the Senior School at Fahan, it appeared that there was (on the most part, unrealized) tensions and a curriculum gap. However, the introduction of AAP as a subject elective in Years 11/12 represented a plugging of that gap. It could be argued that all the content from the AAP syllabus would be relevant for students at Fahan and any combination of them would help to fill the aforementioned curriculum gap, but as Stephen Fitzgerald pointed out in the Buntine Oration when discussing which languages should be taught in school "choices must be made". If the major aim is to make the Fahan leaver into a socially, culturally and Asia literate Australian then content for AAP needed to

be selected that best met that aim.

As Fahan offered the subject disciplines of Twentieth Century History, Australian History, Geography, Legal Studies, Behavioural Studies and Economics in Years 11 and/or 12 and Work Studies in Year 10 teachers felt that it was important to only offer those AAP units which were the most unlikely to have any repetition of content, either as part of the discipline or likely to arise in discussion of related issues and current events during lessons. It was also felt that the most appropriate syllabus for Fahan was not one which extracted units from the above mentioned disciplines (as Fahan already had very sound discipline offerings) but one which directly focused on the themes and objectives which the school felt were most complementary to the Fahan ethos, to other subject offerings at the school, and which were not overtly a part of the curriculum so that there would be little likelihood of "double-dipping" for accreditation purposes. The AAP themes that the school identified as most appropriate for Fahan students, from Schools Board information circulated in 1991, were:

- . the significance and value attached to traditional cultural belief systems in social and political life
- . the role of religion and philosophy in everyday life
- . the movement of people and ideas
- . The AAP content areas which addressed these themes, and when an analysis of the K - 12 curriculum was made, also received the least attention on the Fahan curriculum were Aboriginal Studies, Ideas and Religions in Asian and Pacific Societies and Tourism Studies. For example:
 - . Aboriginal Studies appeared on the Fahan curriculum only three times, once specifically and twice as elements of

other themes -

- .Indigenous Peoples (a unit in Year 4)
- .Briefly mentioned in the "Stone Ages" unit in Year 7 History and in the "Search for the Southland" unit in Year 8 History.
- . Ideas and Religions in Asian and Pacific Societies did not appear as a specific unit anywhere at all, although ideas and stories from other cultures and religions are integrated cross-curricular to a limited degree mainly in the Junior School. Religious Education (a study of the Bible and Christian society and values) is taught in each year level except in 11/12 for one period per week.
- . Tourism Studies did not appear as a unit of study on the curriculum but, again, may appear in an integrated way, most likely in the Junior School

Further considerations included the availability of a teacher (Jane Naqvi) who was enthusiastic about teaching the identified complementary units and an expressed interest on the part of students to learn more about other cultures, other religions and about Aboriginal Australia.

In planning to teach AAP along the lines that satisfied the objectives of both the TCE syllabus and Fahan school an analysis was made of the essential learnings that would be involved in AAP at Fahan that were consistent with the Australian Studies rationale. The essential learnings that are compatible with the three selected AAP units are italicized in the following overview.

CONTENT: ESSENTIAL LEARNINGS IN AUSTRALIAN STUDIES

MULTICULTURAL EDUCATION

- . chronological understanding of Australian history 1788 - present
- . immigration experiences in Australia
- . immigration and history of ethnic groups
- . *concepts of unity and diversity, multi-ethnic pluralism, one world, global perspective, empathy, ethnocentrism, ethnic, ethnicity, race, racism, "culture, cultural universals, cultural imperialism, cultural arrogance, cultural blinkers, cultural relativity, cultural insensitivity, cultural alienation, cultural awareness, cultural identity, cultural (ethnic) heritage, cultural differences*
(Dufty, D. (et all), 1975, Seeing It Their Way, Reed Education, Sydney)
- . in depth study of at least two NESB ethnic groups in Australia (ie: one European, one Asian)
- . in depth study of own cultural heritage (ethnicity)
- . *personalities in Australia and the influence of ethnicity on their contribution to Australia's development.*

ABORIGINAL STUDIES

- . *Cultural studies of Aborigines in Tasmania before 1642, and 1642 - 1803.*
- . *History of Aborigines in Tasmania 1803 - present*
- . *Cultural studies of contemporary Aborigines in Tasmania*
- . *Current issues of concern to Aborigines in Tasmania*
- . *Concepts of invasion, exploration, settlement, dispossession, resistance, adaption, continuity, change*
- . *Overview of Australian Aboriginal history (mainland)*
- . *In depth study of at least one traditional mainland Aboriginal culture*
- . *In depth study of at least one contemporary Aboriginal culture*
- . *Current issues of concern to Aborigines on mainland Australia*

ASIAN AND PACIFIC STUDIES

- . *Concept that "Asia" does not suggest a distinct cultural identity*
- . *overview of the countries of the Asian and Pacific regions*
- . *history of one or more Asian and Pacific countries.*
- . *in depth study of at least one Pacific culture*
- . *in depth study of at least one Asian culture other than Japanese*
- . *study of history and culture of Japan*
- . *understanding of the significance and value attached to*

- traditional cultural belief systems in all aspects of social and political life*
- . *understanding of the dominating role of religion in everyday life*
- . *Asian religions, philosophies and ideas*
- . *concept of economic interdependence of Australia and Asian nations especially Japan, Korea, Taiwan, Singapore, China and India*
- . *concept of tourism in Asia and Australia and their interdependence*
- . *Asians in Australia - immigration, history, demography, adaption, continuity, change, contributions, issues*
- . *current events and issues*

Not all of the above essential learnings would be studied in the same detail.

When the proposal was put the Senior Management Committee at Fahan that AAP could be offered as a Year 11/12 subject which was complementary to other courses it was accepted by the Committee, enthusiastically supported by the Principal and offered for 1992 (Appendix 14)

AAP was implemented as one unit per term, with all units taken by the same teacher and all students undertaking it as a C course. In the middle of the year the students undertook a three hour examination of the work to date, a section of which included a "hypothetical". At the end of the year all students undertook a two hour examination which again included a "hypothetical". (Appendix 12) Even though the Fahan course required only internal assessment, to assist in assessment objectivity, the Chief Examiner of AAP (for the external examination) Alison Grant of Hobart College, also marked two of the Fahan examinations. She commented that the papers were "excellent". The final results included three students gaining an OA, one achieving an HA and two receiving SA.

AAP AT FAHAN - THE PROGRAMME

LINKING THE UNITS

The AAP units at Fahan are philosophically linked through the Australian Studies rationale and through the major themes identified for the Fahan syllabus. They are also linked through teaching methodologies which utilize both cognitive and affective strategies. These links are outlined over the following pages. Some terms and titles are abbreviated.

Philosophical, Methodological and Content Links

<u>Aboriginal ST.</u>	<u>Ideas and Religions</u>	<u>Tourism St.</u>
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link philosophically

through

Australian Studies

(see overview explanation P.28)

and

the content of the three units involve overlaps which are either directly or indirectly from the socio - cultural, social issue areas of:

cultural studies
multicultural studies
immigration studies
values learning
conflict resolution
women's studies
international studies
human rights education
moral education

intercultural studies
demographic studies

values learning
identity studies
youth studies
development education
peace studies
global village studies.

using both cognitive and affective
teaching strategies.

Content - Teaching Strategies - Links

Fahan Unit 1 (TCE Syllabus, Unit 10) Aboriginal Studies

Content: Part 1, Sections A,B and C

Teaching Strategies

Note: The cognitive strategies are mainly structured to address the TCE assessment criteria and the affective strategies are mainly structured to address Fahan and the AAP objectives of "develop understanding....develop interest and empathy...."

[illegible]

Affective: Contemporary Aboriginal poetry and music designed to stir the emotions, stimulate interest and introduce issues.

Cognitive: Fact learning assignments
Research assignments

Affective: Reading fiction about and by Aborigines
Viewing of dramatic films and documentaries and
making a response through art, role-play or poetry

Cognitive: Presentations

Affective: Meeting and interacting with Aboriginal people on excursions to Flinders, Big Dog, Cape Barren Islands, Oyster Cove and Risdon Cove. Responding through a negotiated medium.

Cognitive: Responding to real and hypothetical situations

Fahan and TCE Unit 2 : Ideas and Religions in Asian and Pacific Societies

Content: The influence of Hinduism on India
The variety and spread of Buddhism (to be reviewed)
The emergence and spread of Islam and its influence
upon contemporary Asian society.

Teaching Strategies

Cognitive: Setting the context: A geographic overview of Asia.
A study of the history and the basic elements of each religion followed by the influence on a specific Asian society.
Fact learning assignments
Research assignments

Affective: Interaction with Australians who practise each religion
Story. poetry and film.

Cognitive and Affective: Real case studies and a hypothetical situation.
Comparisons with some Christian and Aboriginal ideas and religions

Fahan Unit 3 (TCE Syllabus Unit 6) Tourism Studies

Content

The knowledge and understanding as outlined in the syllabus guideline.

Teaching Strategies

Cognitive and affective strategies: Students will be expected to demonstrate both cognitive understanding and empathy in the application of two assignments one of which requires the student to plan "being a tourist" and the second of which involves the planning of a tourist enterprise.

LINKS

The three units develop conceptually. Aboriginal Studies concepts provide a framework for concepts in Ideas and Religions. Tourism Studies integrates and develops those concepts in hypothetical, vocational and life skills applications.

Direct Links Between Aboriginal Studies, Ideas and Religions and Tourism Studies

. The concepts of culture, identity, tradition, religion, empathy, values, difference, economic dependence, impact of colonisation, images, stereotype and conservation will be introduced during Aboriginal Studies and expanded during Ideas and Religions and applied during a practical project for Tourism Studies.

. The fieldwork requirement for the third unit will be partially undertaken during the Aboriginal Studies excursion to the Furneaux Group. Students will map and describe an area of land adjacent to Wybalenna which will be used as a hypothetical tourist development site in Tourism Studies.

. Students will be lead to a study of Aboriginal ideas and religions during Aboriginal Studies and then to a study of Hindu and Muslim ideas and religions in Ideas and Religions. Some practices, philosophies and ideas will lend themselves to comparisons during the latter stages of the units.

. During Aboriginal Studies and Ideas and Religions students will have developed some of the objectives for Tourism Studies, ie:

- 1 (b) Knowledge and understanding of traditional cultural beliefs systems and their relevance to tourism
- 2 (b) Skills in researching etc
- 2 (c) Skills in developing an empathy with a variety of cultural beliefs
- 2 (e) Skills in social and interpersonal behaviour, such as co-operation, tact and courtesy

. Tourism Studies is the culminating unit and the objectives which are used as the linking concepts include:

- 1 (e) Knowledge and understanding of the impact of tourism on local communities (cultural and environmental) within the region.
- 3 (a) Attitudes of care and sensitivity towards the needs of tourists in the local community.

- 3 (b) pride, without arrogance, in the local culture and environment

Methodological Links Between the Units

. Links will be made through similar teaching methodologies throughout the the three units - ie: a combination of cognitive and affective teaching strategies.

. Teaching methodology during the first two units will involve strategies of enculturation more than strategies of comparison, on the basis that students cannot compare objectively until they actually possess knowledge and have begun to develop empathy. The third unit requires students to compare information and situations and to apply data gained during study of the first two units.

. The teaching order of the units follows the well used teaching methodology of starting from the known and moving to the unknown. The course starts with the notion of "culture" and "difference" at home in Tasmania (Aboriginal Studies) then moves out to "culture" and "difference" beyond Australia (Ideas and Religions). The understanding of these concepts will be a prerequisite to the study of tourism both within and beyond Tasmania where such understanding needs to be applied in hypothetical situations.

These links will be implicit in the detailed description of each unit in the following sections.

ABORIGINAL STUDIES

For the Fahan AAP program Aboriginal Studies is the crucial introductory unit, providing stimulus, interest and intellectual rigour and laying the foundations for the later units.

As with AAP at Fahan Aboriginal Studies are vital components of all Australian Studies programs as they illustrate such notions of "Australianness", "identity", "nationhood" and "intercultural relationships". From the point of view of some members of the Aboriginal community Aboriginal Studies are separate from Australian Studies. However, Aboriginal Studies are vital in the process of coming to terms with Australian multiculturalism and social and cultural literacy.

The main social and political thrust for multiculturalism has been from people associated with immigration and ethnic affairs. The response from the Aboriginal communities has been mixed, with a strong feeling from some quarters that, at least at the philosophical level, multiculturalism denied their unique position as the original inhabitants of Australia. Indeed, it is felt that adoption of multiculturalism by Aborigines has the potential to trivialise their disenfranchisement from the land, and might limit their claims for social justice....It should be noted that while Aboriginal and Torres Strait Islander peoples have equality in Australian society, they have certain special claims because of their dispossession during the process of colonisation.

Australian Institute of Multicultural Affairs, 1986, Future Directions for Multiculturalism, Final Report of the Council of the Australian Institute of Multicultural Affairs.

As the term Aboriginal Education is generally understood to mean the education of Aboriginal Australians, the term Aboriginal studies (including Studies with a capital S) is used to indicate the study of Aboriginal history, language and life styles, for all Australian students.

In the report to the Australian Education Council in 1982 the Commonwealth Aboriginal Studies Working Group defined Aboriginal Studies as:

..... the study of the history, cultures, languages and lifestyles of Aboriginal and Torres Strait Islander Peoples, both prior to and following European colonization in a context which places emphasis on understanding of issues central to Aboriginal and Torres Strait Islander contemporary society and on their relevance to the total Australian community. Its contents are the descriptions, insights and explanations of human experience derived from both Aboriginal and from non-Aboriginal sources.

(Commonwealth Aboriginal Studies Working Group, March 1982, Report to the Australian Education Council, Canberra, P.16)

The Working Group also compiled the following rationale:

Aboriginal Studies are an essential part of every Australian child's education because they provide essential knowledge, skills and concepts, including:

1. Learning about the full scope of their country's history and the factors which have contributed to its unique identity. This involves:
 - . appreciating the range, complexity and distinctiveness of Aboriginal cultures;
 - . recognizing Aboriginal people, both traditional and urban, as the indigenous people of Australia, with a unique cultural heritage to maintain;
 - . acquiring accurate historic perspectives of the contacts between Aborigines and non-Aborigines as the basis for:
 - an understanding of the effects of contact history on Aboriginal people today
 - an appreciation of the need for urgent measures to be adopted to alleviate the disadvantage suffered by Aborigines
 - an understanding of the background, nature and persistence of racial prejudice in Australia.

2. Acquiring knowledge, skills and behaviour and exploring values appropriate to harmonious community life in a culturally diverse society.

(ibid, P, 17 - 18)

In the late 1970's and in the 1980's it is probably accurate to state that Aboriginal Studies in Tasmania were spasmodic. This was due partially to the fact that there was a dearth of appropriate resources. Older texts were either inaccurate or tended to reflect an

ethnocentric viewpoint which, within the philosophy of multiculturalism, was no longer acceptable to teachers and the Aboriginal community in Tasmania. Teachers also were hesitant about teaching about Aborigines in Tasmania because the content was seen as politically and socially controversial. Issues such as the concepts of "invasion", "aboriginality" and accordingly "land rights" were constantly in the media, especially amongst the "Letters to the Editor". (the following letter appeared in the "Mercury" as recently as September 23, 1991):

Land Rights

Let's give our "Aborigines" a good piece of land. Let's take away their clothing, and give them some possum skins. Let's give them spears, and let them go for it.

(Mercury, 1991)

The need for good teaching materials was identified by an Education Department of Tasmania research study Aborigines in Tasmanian Schools in 1979. In 1981 the Education Department established the Aborigines in Tasmania Project to develop teaching resources in co-operation with the Tasmanian Aboriginal Community, the Tasmanian Aboriginal Education Consultative Committee and the Commonwealth Government through funding from the Department of Aboriginal Affairs. Between 1981 and 1989 three sets of materials were developed for use in both upper primary and secondary classes. The length of time to produce the resources reflected political constraints on the content. Two sets of books were published in 1984 - 5, Return to the Islands and On Being Aboriginal; the third in the series, Living with the Land, was published in 1989 but not released and disseminated until mid 1991. The co-ordinator of the project described the books thus:

As the materials are about people and are aimed at achieving empathy and understanding, a humanistic approach has been used. The books focus on real people, their beliefs, actions and experiences. Case examples are used to show inter-relationships among people as well as interactions between people, the environment and the customs of others.

As the mediators between the materials and the students, teachers need to become better informed about Tasmanian Aborigines. Teachers are also responsible for creating a classroom climate in which understanding and empathy can develop. When implementing programs using these materials you are encouraged to seek the advice and assistance of Aborigines.

(Felton, H. An Introduction to the Aborigines in Tasmania Project and to Living with the Land, July 1991, Curriculum Services)

TCE SYLLABUS DEVELOPMENT

The Aboriginal Studies unit for AAP (11/12 AB 902 A) was developed by members of the Aboriginal Studies Writing Team established in 1989 to design a syllabus for Aboriginal Studies 9 - 11. One of the syllabus writers, Arthur Hamilton, a Senior Teacher at Rokeby High School, was also a member of the Social Sciences Committee developing AAP.

Although Aboriginal Studies was one of the first content areas to be identified as being relevant for the AAP course as is consistent with the rationale for Australian Studies, the development of the first draft of the unit was slower than the development of other units. This was due to a number of reasons including the fact that not all members of the Aboriginal Studies Writing Team were teachers within the college or school system and therefore were busy in other areas. The content also needed to be approved by the Aboriginal Education Advisory Council, and as members of the Council are spread throughout Tasmania, this took some time. Further, the content areas were more detailed than in any of the other syllabus statements and undoubtedly took much time and thought to compile. For these reasons when the first units of AAP were circulated to schools early in 1991 for consideration the Aboriginal Studies unit was not amongst them. When the Aboriginal Studies unit was first presented to the Tertiary Admissions Committee later in 1991 it was not granted pre-tertiary C status and this may have been due in part to the fact that the Committee did not feel it had been examined for long enough by teachers or by the Social Science Committee. The Tertiary Admissions Committee may have also rejected Aboriginal Studies because the syllabus inferred a degree of values and attitudes development about

which the University Tertiary Admissions Committee may have felt was inappropriate. This second hypothesis is based on the fact that the University Tertiary Admissions Committee rejected the Tourism Studies syllabus on those grounds:

There is no doubt that tourism is an importantHowever, we have serious doubts about whether the unit proposed is a suitable one. For one thing, there seems to be a heavy emphasis on the inculcation of values and attitudes....

University Tertiary Admissions Committee, October, 1991.

The Tertiary Admissions Committee could not possibly have rejected Aboriginal Studies on the grounds of insufficient academic rigour as the content covered an extremely wide field of intellectual inquiry.

For reasons relating to the the rationale for Australian Studies and because the content of the Aboriginal Studies draft in 1991 were consistent with that rationale Fahan decided to offer Aboriginal Studies as the introductory AAP unit. It was not until the course was actually underway in 1992 that the teacher of AAP was informed by Arthur Hamilton that the unit was still only in draft format and not yet formally approved by the Aboriginal Education Advisory Council, and that Fahan was the only school undertaking it. So, it could be said that Fahan has unofficially trialled the AAP Aboriginal Studies unit. Part 1 was "trialled" faithfully, thoroughly and creatively, making use of all available resources, and seeking assistance and advice from and interacting with members of the Aboriginal Community in Tasmania. Part 1 was so stimulating and so interesting that there was simply not time to undertake Part 2. In planning for Part 2 it was also found that appropriate resources were not available and would

have to be developed. In the section CONCLUSIONS AND RECOMMENDATIONS are recommendations for such development of resources. There are also other suggested modifications of the Aboriginal Studies unit. These modifications do not include changes of content but concern a methodology emphasis shift. Choices are suggested within the syllabus so that teachers and students can elect to undertake either an overview of the whole syllabus or to undertake one of either of the two parts. Given the resources situation it would be expected that the preferred part generally would be Part 1.

PLANNING FOR 1993 BASED ON REFLECTIONS FROM 1992

In 1992 there were six students in the Year 11/12 AAP class all of whom were able to take the 735 C syllabus. In 1993 there are to be 21 students in the class many of whom will wish to undertake the 735 C syllabus but some of whom, either from the beginning of the year, or later on, probably will take the 734 C syllabus. As all students will be in the same class they will be taught from the guidelines of the 735 C syllabus and the difference will be in the complexity of the assignments and the assessment criteria. Although the unit codes of Aboriginal Studies are 11/12 AB 902 (1) A, for the sake of simplicity on assignment sheets, the more complex one will be labelled 735 and the less complex one 734.

Aboriginal Studies will comprise all of Term 1 (15 weeks) and a three hour examination will be held during the last week. All lessons are planned in a sequence designed to develop knowledge, concepts, skills and application.

The lessons are planned on a weekly basis to allow for flexibility whilst maintaining the sequential development. Although the lessons are designed after reflections of the syllabus "trialled" in 1992 it is expected that modifications will occur in 1993 as the course further develops and the class and individual needs are met.

The assignments are assessed continuously. A minor assignment is one which is designed solely to gain knowledge and is assessed against one criterion. A medium assignment is designed to gain knowledge and develop a skill and is assessed against two criteria. A major assignment is designed to develop knowledge, empathy and understanding one or more skills and the ability to apply knowledge, understanding and skill in a given situation. It is assessed against three or more

criteria.

In the Aboriginal Studies unit Criteria 1 and 2 are assessed five times, Criterion 3 and 4 are assessed four times, Criteria 5 and 7 are assessed three times and Criteria 6 and 8 are assessed twice. The unit specific criterion, 17, is assessed four times including in an internal examination.

Each student has a copy of the book Community of Thieves and there are class sets of Living with the Land, On Being Aboriginal and The Aboriginal People of Tasmania.

TERM 1WEEK 1

LEARNING OBJECTIVES

- . Introduce notion that AAP is exciting, interesting and rigorous and will follow a planned learning sequence.
- . Introduce terminology and concepts which will be used throughout the year.
- . Develop concepts of culture and identity.

REFLECTIONS

Lessons on concepts of culture were used in the 1992 course as an introduction to Ideas and Religions but the terminology is used in the Aboriginal Studies unit and constantly from then on. Although students may find discussions of "culture" and "identity" abstract at first, when they start work on the first major assignment they will find that the terminology and concepts will help them to explain points more easily.

TEACHING STRATEGIES

Cognitive through processing concepts of culture.
The introduction to concepts of culture utilises "hands-on" materials.

LESSONS

- . Overview explanation of whole course.
- . Suggest folder organization, ie: sections for -
 - Assignments
 - Lesson Notes
 - Newspaper Cuttings
 - Handout Booklets
 - Handout Sheets
 - Tests and Examinations
- . Explain method of assessment, ie: meaning of Major, Medium, Minor
- . Ask students to keep newspaper cuttings for use as assignment resources.
- . Use the Kit: What's My Culture? to develop concepts of culture
- . Give out books Identity, (copy to each student)
Give Minor homework assignment; discuss

HANDOUTS

Copy of syllabus 11/12 AB 902 A (Appendix 20, Handout Sheet 1)
 Copy of Assessment Sheet (Appendix 20, Handout Sheet 2)
 Teacher developed sheet: What is Culture? (Appendix 20, Handout Sheet 3)

RESOURCES

Education Department of Tasmania, 1984, Kit: What's My Culture?
 Land R. and Butner G., 1984, Identity: Growing Up in Australia,
 CCH Australia Ltd.
 Copy of book Identity for each student: (for one week only)

ASSIGNMENTS

Assignment: 1

Due the end of Week 2

ABORIGINAL STUDIES HANDOUT SHEET 3

WHAT IS CULTURE?

SOME DEFINITIONS

1. Culture is a way of life, which is determined partially by how basic needs are satisfied and partially by how other needs are met and organised. (See P.11 What's My Culture?)
2. A social group's way of life based on shared meanings and symbols relating to the technology and skills, customary behaviours, beliefs and values passed on from generation to generation, evolved and continually modified to solve the problems of living in a particular habitat. (Brian Bullivant, 1973)
3. Culture is one of the two or three most complicated words in the English language. (Raymond Williams, 1976)
4. Culture is a way of being, thinking and feeling. It is a driving force animating a significant group of individuals unified by common tongue, and sharing the same customs, habits and experiences. (Belinsky)

SOME CULTURE TERMS

culture shock	intercultural
cultural differences	cultural universals
cultural imperialism	cultural arrogance
cultural blindness	cultural insensitivity
cultural alienation	cultural condescension
cultural utopianism	cultural awareness
cultural sensitivity	cultural identity
cultural heritage	high culture
cultural assimilation	multiculturalism
culturally impoverished	cultural tradition
cultural relativism	cultural integration
cultural maintenance	cultural stereotype

acculturation
mass culture
urban culture

sub-culture
traditional culture
cultural pluralism

COMMENTS ABOUT CULTURE

1. The environment does not determine what a culture will become, but only sets limits to what a culture can become. Thus, Eskimos would not develop a tradition of hula dancing in grass skirts....

2. As technology becomes more elaborate, the influence of nature diminishes. Technology overcomes the constraints of nature, so that more cultural possibilities exist.

3. Technology can serve to destroy vital, living elements of culture - those being the customs, religions, music, even lifestyles of particular societies.

4. The world is rapidly adopting electronic media and cultures are changing as a result. The cultures of the world community will tend towards "sameness" and will become more and more under the control of the "ruling" culture.

Assignment due:

735 and 734

1. Write your own definition for the word "culture".
2. Define 4 of the "Culture Terms" and give an example in a sentence of what you mean. Eg:

Cultural Alienation

Definition: Lack of identity with or rejection of one's own culture. The inability to see any good things in one's own culture.

Example: I think that Australians are just fat and lazy and most of them have beer guts and are always on strike.

3. 735 ONLY

Think about one of the Comments about Culture, then write your opinion about the comment - eg: Do you agree with it? Why or why not? What evidence can you use to support your opinion?

Write 1 - 2 pages.

CRITERA for assignment 1: Medium 1, 2

(Appendix 20, Handout Sheet 3)

SAMPLE ASSIGNMENT

See Appendix 21

Assignment 2:

From book: Identity - Read P. 2 - 9. then do (in pencil)
P.15. Questions and Activities Part 1.

Optional: Do Part 4

Read P. 16 - 17

Answer in writing the Questions and Activities on P. 17

CRITERIA Minor 1

WEEK 2

LEARNING OBJECTIVES

- . Develop interest in and empathy with the indigenous people of Australia through exposure to ideas and issues of concern.
- . Gain knowledge about traditional Aboriginal societies.
- . Develop the concept that there was a wide range of Aboriginal societies pre 1788 each with a unique culture.
- . Develop the concept that contemporary issues are based on actions of the past.
- . Introduce the notion that throughout Aboriginal Studies history will be linked to the present.
- . Examine the concept that Aborigines have lived in Australia for around 40 000 years.

REFLECTIONS

Reading Aboriginal poetry elicits an emotional response. Strategies designed to help students to get a "feel" for the subject were used successfully as introductions to Aboriginal Studies in 1992 so they are to be used again in 1993.

TEACHING STRATEGIES

Affective through poetry

Cognitive through identification of contemporary issues

LESSONS

- . The beginning of Part 1: Aboriginal and Torres Strait Islander Societies 40 000 years Before Present to 1788.
- . Reading of three poems:
Time is Running Out by Oodgeroo (previously published under the name Kath Walker)
A Lesson in History by Karen Brown
Bicentennial Blue by Catherine Mulcahy and
Oyster Cove by Stephanie Wilson (student in 1992 class)
Two Dreamtimes by Judith Wright (Appendix 16)
- . Discussion of the emotions. issues. problems. facts and context of each of the poems.

- . Give each student a poem to read silently. Respond in writing to poem in a similar format as above.
Student presentations of poetry and written response.

. Overview of Aboriginal history in Australia through Kit: People of the World: The Australian Aborigine : Part 1: People Living in a Timeless Land. (Although this filmstrip and cassette is aimed at a younger audience it is important not to assume knowledge on the part of students - in 1992 too much was assumed of some students and gaps of basic factual information were revealed in assignment and examinations). The kit covers in a direct but sensitive manner information concerning origins of Aborigines in Australia, the creation according to the Dreaming, links between art and religion, the influence of religion on Aboriginal life, sacred sites, hunter - gatherer societies, tribal laws and environmental harmony.

. Toilet Roll Timeline (usually an activity used with younger children, but again can be used successfully with older students to give a sense of the amount of time Aborigines have been in Australia compared to Europeans).

Use 500 sheet roll. 1 sheet represents 100 years, so full roll represents 50 000 years.

Give sheet at one side of classroom, and unravel carefully without breaking. On the roll are marked major dates and centuries ie: average student age, opening of Fahan, Captain Cook's journey to Australia, Mozart's life, Shakespeare, the Tudors, Roman, Greek Empires, Egyptian, Indian, Chinese civilizations, times of Buddha, Christ, Mohammed, estimated time of Aborigines in Tasmania, mainland Australia.

- . Collection and discussion of first minor assignment and return of Identity books.
- . Group activity (Appendix 20, Handout Sheet 4)

ABORIGINAL STUDIES

HANDOUT SHEET 4

GROUP 1

You are an Aboriginal band living around two hundred years ago.

What would you do under the following four circumstances?

1. Your food supply seems to be disappearing. (Kangaroo, berries, roots, fish) What do you do?
2. The kangaroos you rely on for food and clothing keep disappearing into thick bush making it hard for you to see them and even harder to spear them. You want to encourage them to stay closer to you and in an area where it is easier to hunt them. How can you solve this problem?
3. You have been out hunting but you have been unsuccessful. You see an animal grazing. It is new to you but it looks healthy, fat and good to eat. What do you do?

4. You see strange men who are white. They are travelling through your area. They look harmless, hot, tired, hungry, thirsty and sick. What do you do? What happens?

GROUP 2

You are are group of six people - two men, three women and one child. You have been living in this particular place for around five years. You got here by canoe. You were lost at sea and so you had no possessions. Finally you managed to sight land and land safely.

The environment is cool by day, very cold at night, often rainy. It is heavily forested with huge, high trees; there are plenty of streams, rivers and lakes, long white beaches and stretches of coastal waters.

1. Describe how you have solved your basic needs of food, water, clothing and shelter.
2. Describe how you have catered for your needs of security, love and entertainment.

GROUP 3

You are are group of six people - two men, three women and one child. You have been living in this particular place for around five years. You got here by canoe. You were lost at sea and so you had no possessions. Finally you managed to sight land and land safely.

The environment is hot by day and is still warm at night. There are two distinct seasons - wet and dry. The area is forested with tall trees and there are rivers and streams, long white beaches and stretches of coastal waters.

1. Describe how you have solved your basic needs of food, water, clothing and shelter.
2. Describe how you have catered for your needs of security, love and entertainment.

GROUP 4

You are are group of six people - two men, three women and one child. You have been living in this particular place for around five years. You got here by canoe. You were lost at sea and so you had no possessions. Finally you managed to sight land and land safely.

The environment is hot by day and is still warm at night. There are two distinct seasons - wet and dry. The area is forested with tall trees and there are rivers and streams, long white beaches and stretches of coastal waters.

Read the three stories from the Dreaming. Interpret and analyze the stories then role play a situation to explain how one (or more) of them may have been used.

GROUP 5

You are are group of six people - two men, three women and one child. You have been living in this particular place for around five years. You got here by canoe. You were lost at sea and so you had no

possessions. Finally you managed to sight land and land safely.

The environment is cool by day, very cold at night, often rainy. It is heavily forested with huge, high trees; there are plenty of streams, rivers and lakes, long white beaches and stretches of coastal waters.

Read the three stories from the Dreaming. Interpret and analyze the stories then role play a situation to explain how one (or more) of them may have been used.

GROUP 6

Look at the cover of the book "There Goes the Neighbourhood".

1. As Captain Cook sailed up the east coast of Australia he was observed by several coastal tribes.
What do you think the Aborigines said about this stranger?
2. What does the title "There Goes the Neighbourhood" infer?

GROUP 7

Examine the attached sheet of comments. Give your opinions about:

1. The context of the old Social Studies textbook comments.
 2. The context of the hand-written comments.
- . Follow-up group activity with examination of maps of tribal language areas of Australia in Australia A Land of Immigrants P.8 - 13 and with discussion of concepts: Fire - destroyer or creator? Aboriginal societies around Australia developed different cultures.
 - . Introduce major research assignment.

HANDOUTS

- . Group activities (Appendix 20, Handout Sheet 4)
- . A Timeline of Aboriginal Occupation in Australia (Appendix 20 Handout Sheet 5)
- . One copy of one poem per student from the books: The Spirit of Kuti Kina and My People (Appendix 20, Handout Sheet 6)
 - Kuti Kina P.7
 - A Nation's Lament P.15
 - Equality P.16
 - Yes, I Know What You Mean P.17
 - Sad Changes P.19
 - Desecration P.21
 - The White Man Problem P.26
 - Brother Babel P.37
 - The New Breed P.39
 - The Franklin River P.40
 - A Dreamtime P.47
 - Endless Waiting P.51
 - Bloodlust P.55
 - Oodgeroo, 1990, My People

Oh Trugganer P.98 - 99
 Racism P.82
 Verses P.75 - 76
 We are Going P.69
 Son of Mine P.51
 Bora P.32
 Aboriginal Charter of Rights P.37
 No More Boomerang P.30 -31

Wright J., in Fighters and Singers
 Two Dreamtimes

RESOURCES

Kit: People of the World: The Australian Aborigine : Part 1:
 People Living in a Timeless Land, Magic Mirror Productions Pty
 Ltd.
 Book: Everett J. and Brown K. 1990. The Spirit of Kuti Kina,
 Eumarrah Publications Inc.
 Book: Oodgeroo, 1990, My People, Jacaranda Press
 Book: Cigler B. and C., 1985, Australia: A Land of Immigrants.
 Jacaranda press.
 White I., (Ed), 1985, Fighters and Singers

ASSIGNMENTS

Due week 3

1. Preparation for poetry presentation
 (no recorded assessment)

Due the beginning of week 5

2. Research assignment: (Appendix 20, Handout Sheet 7)

ABORIGINAL STUDIES

HANDOUT SHEET 7

RESEARCH ASSIGNMENT

Due:

Undertake a study of traditional indigenous Australian culture
 that developed 40 000 years Before Present and before the European
 invasion of 1788.

(It is to be noted that traditional culture did not disappear
 instantaneously on January 26 1788 and that some people still live in
 traditional ways).

Utilize several different sources for the research and select at
 least one from each of the following areas

- . non-fiction (see Booklist)
- . fiction (novels, short stories, poetry) (see Booklist)
- . Television programmes and video films

The assignment must include a Bibliography.

LENGTH

735 C 2000 - 4000 words and should include appropriate maps, diagrams and illustrations.

734 C 1000 - 2000 words and should include appropriate maps, diagrams and illustrations.

CRITERIA FOR ASSESSMENT

Major
734 and 735
1, 2, 3.

Base the assignment on ONE of the following topics.

TOPICS

- . RELIGION (eg: Creation - Dreaming, beliefs and rituals)
- . LAND (eg: Philosophy - mother concept, identity, care, traditional use, management)
- . ORGANISATION (eg: Tribes, laws, rules, customs, rituals, marriages, ownership, names)
- . TECHNOLOGY (eg: watercrafts, weapons, shelters, fire, tools)
- . FOOD (eg: hunting and gathering, items, preparations, taboos, rituals, disposal of waste, "bush tucker")
- . ART (eg: Links with religion, meanings, media, tools, places)
- . ADJUSTMENT TO CLIMATIC CHANGES (eg: Compare lifestyles of specific groups, ie Torres Strait, central Australia, Tasmania)
- . LANGUAGE (eg: Maps of language group areas; words and meanings; place names; language evolution and disappearance over the last 200 years; re-emergence of Aboriginal languages; links between language, culture and identity)
- . SCIENCE AND MEDICINE AND EDUCATION (eg: specialized knowledge of natural environment)
- . MUSIC AND DANCE (eg: purpose, instruments, meanings)
- . NEGOTIATED TOPIC Student choice

NOTES:

- . Interpret the topic as broadly or as narrowly as you like, depending on your specific interests and the available resources.
- . Some of the topics are inter-related. You will possibly find your topic overlaps with another.

- . Comparisons - you may compare between different Aboriginal groups pre and post 1788 but DO NOT compare with European society.
- . Co-operate and share your information and resources as you go.

CRITERIA

Major

1, 2, 3.

734C 1000 - 2000 words

735C 2000 - 4000 words

The assignments should include appropriate maps, diagrams and illustrations and must include a Bibliography.

SAMPLE ASSIGNMENT

Appendix 22

WEEK 3

LEARNING OBJECTIVES

- . To further develop knowledge about traditional Aboriginal societies in general and Tasmanian societies in particular

TEACHING STRATEGIES

Affective: through film

Cognitive: Through research, mapping activity and discussion

LESSONS

- . Complete poetry presentations
- . Give out Aboriginal Booklist: ie: AAP book collection and School Library collection (Appendix 20, Handout Sheet 8)
- . Organization of book-borrowing procedure from the AAP collection.
- . Organize groups for use of class sets of books:
Living With the Land and The Aboriginal People of Tasmania

- . Video: Uluru - an Anangu Story.

In 1992 some of these students went on an excursion to Uluru and Kakadu and experienced some Aboriginal cultura. This video will serve as a reminder. The video touches on facets of information which some students may find useful in the research assignment.

- . Class debate on topic: That the Commonwealth Government was right in its decision to transfer inalienable freehold title of Uluru National Park to its Aboriginal traditional owners in October, 1985.
(See Appendix 17)

- . Research assignment work, discussions and tutorials

- . Aboriginal bands in Tasmania pre 1788
On blank map of Tasmania make a map of major bands and their territories.
Read Living With the Land P.1 - 23
- . Introduction to Community of Thieves

HANDOUTS

Blank map of Tasmania and mainland Australia (Appendix 20, Handout Sheet 9)

Aboriginal Studies Booklist (Appendix, Handout Sheet 8)

ABORIGINAL STUDIES

HANDOUT SHEET 8

BOOKLIST

Note: Book titles with an * are highly recommended for the AAP course.

IN THE AAP CLASSROOM

AAP Class, Fahan School, 1992, My Dancing Rock *

Land R. and Butner B., 1984, Identity

Cigler, B. and M., 1985, Australia; A Land of Immigrants *

Education and the Arts, 1989, Living with the Land *

Book 1 Invasion

Book 2 Resistance

Book 3 Dispossession

Book 4 From Optimism to Despair

Book 5 Adapting and Resisting

Book 6 Survival

Book 7 Family and Community

Education and the Arts, 1984, On Being Aboriginal *

Book 1 Worreite-Moete-Yenner and Dolly Dalrymple

Book 2 Fanny Cochrane Smith

Book 3 The Lowreenne People and Mathinna

Book 4 When Cape Barren Island was an
Aboriginal Reserve (Molly Mallett)

Book 5 It was Different in the Old Days

Book 6 We Must be Proud of What We Are

Book 9 I was Born Black and I'll Die Black

Education and the Arts, 1983, Return to the Islands * (about
Muttonbirding)

Clarke J., 1983, The Aboriginal People of Tasmania *

Clarke J., 1987, Devils and Horses: Religions and Creative Life
in Tasmanian Aboriginal Society in The Flow of
Culture Tasmanian Studies, Australian Academy of
the Humanities

Pybus C., 1991, Community of Thieves *

Foster E., 1985, The Aborigines from Prehistory to the Present

White R., 1991, Inventing Australia

Turnbull C., 1948, Black War *

White P., Pro Hart's Legendary Tasmania *

Smith C., 1978, Tales of Old Tasmania

Plomley N.B.J., 1991, Jorgen Jorgenson and the Aborigines of Van
Diemen's land*

- Plomley N.B.J. 1987. Weep in Silence *
- Murray-Smith S., 1987. Mission to the Islands - The Missionary Voyages in bass Strait of Canon Marcus Brownrigg 1872 - 1885
- Collenette P., 1990. Tasmania the History
- Reynolds H., 1981. The Other Side of the Frontier
- Clarke Manning, 1963/1987 A Short History of Australia
- West Ida., 1984. Pride Against Prejudice *
- Friend Robyn, 1993. We Who Are Not here: Aboriginal People of the Huon and Channel *
- Brennan F., 1991. Sharing the Country The Case for Agreement Between Black and White Australians
- Hecate, 1987/88. An Interdisciplinary Journal of Women's Liberation: Aboriginal Women
- Charlesworth M. (Ed), 1984. Religion in Aboriginal Australia *
- Charlesworth M., 1983. The Aboriginal Land Rights Movement
- White, Barwick, Meehan (Eds), 1985. Fighters and Singers The Lives of some Aboriginal Women
- Aust. National Parks and Wildlife Service, 1987. Sharing the Park, Anangu Initiatives in Ayers Rock Tourism *
- Aust. National Parks and wildlife Service, 1991. Kakadu National Park Plan of Management
- Thompson, L.(Ed), Aboriginal Voices. Contemporary Aboriginal Artists, Writers and Performers
- Morgan Sally, 1989. My Place *
- Edgecombe J, 1986. Flinders Island and Eastern Bass Strait
- Berndt C. and Berndt R., 1985. Aborigines in Australian Society
- The People of Australia Project Team, 1988. Aborigines and Torres Strait Islanders *
- Holder R., 1985. Original Peoples: Aborigines of Australia

IN THE FAHAN SENIOR SCHOOL LIBRARY

- Oodgeroo (formerly Kath Walker) 1990 My People *
1964 We are Going
- Clarke J., 1983. The Aboriginal People of Tasmania *
- Pilger J., The Secret Country *
- Dugan M and Szwarc J. (AIMA), 1987. There Goes the Neighbourhood
- Calder J.E., 1875. The Native Tribes of Tasmania *
- Travers R., 1968. The Tasmanians The Story of a Doomed Race
- Hughes R., 1986. The Fatal Shore
- Robson Lloyd, 1983. A History of Tasmania
- Lawrence, Eshuys, Guest, 1991. Dreamtime to Nation (outline of traditional life)
- Palmer and Macloed , 1981. The First Two Hundred Years (first meetings of Europeans with Aborigines)
- Edwards W. (Ed), , 1987. Traditional Aboriginal Society (mainland)
- Collenette P., 1990. The History of Tasmania
- Bagler and Mullens, 1960. Aboriginal Art of Australia
- Exhibitions, 1960. Australian Aboriginal Art
- Mountford C., 1961. Aboriginal Art
- McCarthy F.D., 1962. Australian Aboriginal Rock Art
- Roberts J., 1981. Massacres to Mining (some information on pre-invasion life; much information on conflict)
- Bernt and Bernt, 1985. Aborigines in Australian Society

- Hulsbergen R., 1971, The Aborigine Today
- Tyndale N. and George B., 1979, The Australian Aborigines *
- Stevens F.S. (Ed.), 1971, Racism the Australian Experience. Vol. 3 Colonialism
- Franklin M.A., 1976, Black and White Australians An inter-racial History 1788 - 1975
- Mullard C., 1976, Aborigines in Australia Today
- Fox L., 1978, The Aborigines
- Christie M.F., 1979, Aborigines in Colonial Victoria 1835 - 86
- White R., 1991, Inventing Australia
- Ward R., 1987, Finding Australia The History of Australia to 1821
- Brunato M., 1975, Worra and Legends of the Booanddiks
- Adams K., 1968, The First Australians (pre-history - 1810, very simplistic from a 1960's white perspective)
- Mulraney, 1969, The Prehistory of Australia
- Trudinger R., 1950, Australian Aborigines (a reflection of attitudes in the 1950's)
- Massola, 1969, The Aboriginal People
- Stanner W., 1969, (The Boyer lecture) After the Dreaming
- Barrett, 1950, The Australian Aborigine (mainland only)
- Department of Territories, 1967, The Australian Aborigines
- Roth L., 1899, The Aborigines of Tasmania * (some very interesting information of religion, morals, war, ceremonies)
- Burndt and Phillips, 1973, The Australian Aboriginal Heritage An Introduction through the Arts
- Robinson R., 1966, Aboriginal Myths and Legends
- Reed B., 1977, Truganinni Three Workshop plays
- Robert A., Mountford P., 1975, Legends of the Dreamtime
- Robert A., Mountford P., 1975, The First Sunrise
- Show C., 1930, Woggheeguy Australian Aboriginal Legends
- Mathews J., 1979, Totem and Taboo Aboriginal Life and Craft
- Harney B. and Elkin A., 1968, Songs of the Songmen Aboriginal Myths Retold
- Australian Aboriginal Children, 1977, The Aboriginal Children of Australia
- Amadio N., 1989, Albert Namatjira The Life and Work of an Australian Painter
- Bourke C. and Johnson C., 1980, Before the Invasion * Aboriginal Life to 1788 (mainland and Tasmania)
- Morrissey D., 1986, Ancient Australia (Simple but quite good introductory book)
- Kenny J., 1985, Aborigines (very simple introduction to mainland Aborigines)
- Clark J., 1983, The Aboriginal People of Tasmania *
- Johnson S., 1981, Aboriginal Civilisation * (good overview)
- Holder R., 1986, Aborigines of Australia
- Turnbull C., 1948, Black War *
- Price P., 1979, The First Tasmanians (very simplistic, white point of view, not always accurate)
- Robson L., 1985, A Short History of Tasmania
- Shaw A.G.L., 1980, Sir George Arthur 1784 - 1854
- Martin G. (Ed), 1978, The Founding of Australia
- Levy M., 1986, Governor George Arthur
- West J., 1852, (reprinted 1971) The History of Tasmania
- Walker J., 1973, Early Tasmania
- Ellis R. and Ellis J., 1984, Aboriginal Australia Past and

Present

- Falkiner S. and Graham L., 1984, Australians Today
(multicultural focus)
- Robinson R., 1977, The Australian Aborigine
- Elkin A.P., 1938, (republished 1981) The Australian Aborigine
Professor Elkin's Classic Study
- Cree N., 1979, Oyster Cove
- Morgan S., 1987, My Place
- Clark C.M.H., 1973, A History of Australia (Vol.111) 1824 - 1851)
(Vol.11 1822 - 1838 Van Dieman's Land)
- Clarke M., 1963, (reprinted 1981) A Short History of Australia
- Ellis V.R., 1988, Black Robinson Protector of Aborigines,
Truganini, Melbourne University Press

IN THE FAHAN JUNIOR SCHOOL LIBRARY

Wheatley Nadia, 1988, My Place *

IN THE COMMUNITY AID ABROAD/FREEDOM FROM HUNGER LIBRARY

Everett J. and Brown K., 1990, The Spirit of Kuti Kina *

IN THE TASMANIANA SECTION OF THE STATE LIBRARY OF TASMANIA

- Plomley N.B.J., 1966, Friendly Mission * The Tasmanian Journals
and Papers of George Augustus Robinson
- Mollison B., and Everitt C., 1978, The Tasmanian Aborigines and
their Descendants - Chronology, Genealogies
and Social Data, Parts 1 and 2.

RESOURCES

- Department of Education and the Arts, 1989, Living With the Land,
Book One
- Clark J., 1983, The Aboriginal People of Tasmania
- Pybus, C., 1991, Community of Thieves, William Heinemann
- Video: Uluru, an Anangu Story

ASSIGNMENTS

1. Continue with major research assignment
2. 734 and 735
Due beginning of Week 4
Completion of map of tribal bands in Tasmania
3. Read Community of Thieves P.3 - 34

CRITERIA

2. 734 and 734
Minor
4

WEEK 4

LEARNING OBJECTIVES

- . To further develop knowledge of traditional Aboriginal societies.
- . To further develop the concept that understanding the present is based on an understanding of the past.
- . To learn that there were successive waves of contact with explorers and traders.
- . To develop an understanding of the European attitudes of the explorers.
- . To be introduced to the meanings of the terms: Terra Nullius, Terra Australia Incognita, Noble Savage, Reconciliation.

TEACHING STRATEGIES

Affective, through a simulation game

Cognitive, through learning facts and through discussion

LESSONS

- . Excursion to museum to study Aboriginal display
 - to gain information for research assignment
 - to undertake an activity in pairs (Appendix 20, Handout Sheet 10)

ABORIGINAL STUDIESHANDOUT SHEET 10AT THE MUSEUM

1. Look at the Tasmanian Aboriginal Display very carefully and write 10 - 20 facts that you did NOT know before (or did not notice during previous visits).
2. Read the newspaper article of December 12, 1992.
3. Respond, in writing, to the DILEMMA label.
4. (Optional) Gather data for your major research assignment.

Tomorrow - Pass in the facts you gathered and your response to the DILEMMA label.

ASSESSMENT CRITERIA

734 and 735

Minor

4

- . A study of Invasion: To explore the questions - How did it happen? Why did it happen?
Discussion of early contact with European explores - Tasman, Cook, Furneaux, D'Entrecasteaux, du Fresne.
Introduction of terminology
Examples of contact read by teacher from:
Foster: The Aborigines P.29 - 30
White: Inventing Australia P.9 - 14
Turnbull: Black War P.5 - 8
Hawker and Brownlow: Aborigines and Torres Strait Islanders: A Study of Population 1788 - 1981
- . Read Living With the Land P. 23 - 26, with attention drawn to list on P.25
- . The actions of the past reflected in the present: Terra Nullius and the Mabo case. (Appendix 20, Handout Sheet 11)
- . Simulate communication of two completely different cultures through adaptation of game Rafa Rafa

HANDOUTS

Activity to be undertaken at museum.

(Appendix 20, Handout Sheet 10)

Mabo Case (Appendix 20, Handout Sheet 11A)

Chart of Aboriginal Population (Appendix 20, Handout Sheet 11B)

RESOURCES

Books:

Foster E., 1985. The Aborigines from Prehistory to the Present, Melbourne< Oxford University Press

White R., 1981. Inventing Australia, Allen and Unwin

Kits:

Living With the Land

Rafa Rafa

Hawker and Brownlow: The People of Australia; Aborigines and Torres Strait Islanders

ASSIGNMENTS

1. Continue major research assignment
2. Complete museum assignment

CRITERA

2. 734 and 735
Minor
4

WEEK 5

LEARNING OBJECTIVES

- . To continue to develop knowledge of traditional Aboriginal societies
- . To discuss questions based on a collection and processing of data from major research assignment, ie:
How did indigenous societies adapt and develop to suit changes in the Australian environment?
What is the nature of the economic and religious relationship between individuals, societies, cultures and the land in indigenous Australia?
What was the nature of the relationship between environment, food supply and technology in indigenous Australian societies?
- . To understand that there is a complex integration of social, religious, economic and technical systems in indigenous Australian societies.
- . To introduce the impact of invasion.

TEACHING STRATEGIES

Affective: through film and fiction

Cognitive: through gathering of data and discussion

LESSONS

- . Introduction to some fiction by or about Aboriginal Australians. Book and media reviews assignment.

ABORIGINAL STUDIESHANDOUT SHEET 13NOVEL REVIEWABORIGINAL STUDIESFICTIONNAMEDATETITLE OF NOVELAUTHORDATE OF PUBLICATIONPUBLISHER

Write a synopsis and a review of the book. In the synopsis and review consider the following questions:

Does the book "feel" authentic? Why or why not?

Are the characters "real" or are they stereotyped?

Are you able to empathise with the main characters?

Are the illustrations (if any) examples of authentic Aboriginal art?

Does the book address contemporary Aboriginal issues?

SHORT STORY REVIEW ABORIGINAL STUDIES

NAME _____ DATE, _____.

TITLE _____.

AUTHOR _____ DATE OF PUBLICATION _____

PUBLISHER _____.

Write a synopsis and a review. Consider the following:

Is the story written from an Aboriginal viewpoint?

Is there a message in the story? If so, what is it?

TELEVISION DOCUMENTARY REVIEW ABORIGINAL STUDIES

NAME _____ DATE _____.

TITLE OF PROGRAM _____.

PRODUCER _____ DATE OF VIEWING _____.

Write a synopsis and review of the program. Consider the following:

What issue(s) was the documentary concerned with?

What is your opinion of:

(a) the treatment of the issues by the documentary producer?

(b) these issues?

CRITERIA Medium 4, 5

- . W.O.S. Film: Alinta the Flame
- Pre and post discussion
- . Written assignment (Appendix 20, Handout Sheet 12)

ABORIGINAL STUDIESHANDOUT SHEET 12WOMEN OF THE SUNSetting:

South East Australia, in area not dissimilar to Tasmania.
1824 1830

Players

The Nyari people - elders, tribe, children
Alinta - a girl around seventeen
Towradji - Alinta's grandmother
Murra - young man from another band

Escaped convicts: Faces of Clay

McNab "Hair of Fire"

Findlay "Man from the Sea"

White invaders and settlers:

Goodman

Ex - convicts

During the film look out for facets of Aboriginal traditional culture:

clothing, customs, laws, punishments, language, accents, methods of communication, reaction to "difference".

Also notice expression of emotions: fear, happiness, surprise, humour, anger, grief, curiosity, hopelessness.

Communication problems: eg: Concepts of -Not understood by AboriginesNot understood by settlers

land ownership
commerce
domestic animals
white customs
European laws

land - mother
tribal land
sacred sites
Aboriginal customs
Aboriginal laws

ASSIGNMENT

CRITERIA Minor 4, 7

Due:

734 500 words

735 1000 words Use data, other than just the information from the film, to support your essay. Acknowledge this data in a Bibliography.

Write an essay, or story, on one of the following topics:

- . Findlay's Execution (from McNab's point of view)
- . Findlay's Execution (from Murra's point of view)
- . The Disappearance of the Nyari People (from Alinta's point of view)
- . The Nyari People (from Goodman's point of view)
- . The Betrayal (from McNab's point of view)
- . Negotiated topic of your choice.

. A study of population statistics 1788 - 1981

. Collection of major research assignment.

. One assignment selected from each of the topics and presented to class by writer - preferably talked about, rather than read, followed by class discussion of each topic which responds to the questions framed in the Learning Objectives. In 1992 all students presented their research topics and all were discussed but in a class of 21 there will not be time for this.

. Sharing of work - each student reads and makes a written comment on a peer's assignment (positive remark or a statement about what the reader learned from it).

HANDOUTS

- . Alinta the Flame activities (Appendix 20, Handout Sheet 12)
- . Book Review sheets (Appendix 20, Handout Sheet 13)
- . Table of death toll of Aborigines 1788 - 1981 and population statistics (Appendix 20, Handout Sheet 13B)

RESOURCES

Aboriginal fiction (see Booklist, Appendix 20, Handout Sheet 8)
 S.B.S., 1983, Women of the Sun (series of four films) Alinta the Flame

Hawker and Brown Education, 1988, The people of Australia: Aborigines and Torres Strait Islanders, HBE

ASSIGNMENTS

1. Due: Beginning of Week 6

734 (500 words)
 735 (1000 words)

Write an essay, or story, on one of the following topics:

- . Findlay's Execution (from McNab's point of view)
- . Findlay's Execution (from Murra's point of view)
- . The Disappearance of the Nyari People (from Alinta's point of view)
- . The Nyari People (from Goodman's point of view)
- . The Betrayal (from McNab's point of view)
- . Negotiated topic of your choice.

2. Due any time in Term 1.

Pass all reviews in at the same time.

734 Read a novel and write a review.*

Read two short stories and write two reviews.*

Watch one television documentary on an Aboriginal topic.

Write a review.*

735 Read two novels and write two reviews.*

Read three short stories and write three reviews.*

Watch a television documentary on an Aboriginal topic.

Write a review.*

- * Write reviews according to the format on Handout Sheet 13.

CRITERA

- | | |
|----------|-----------|
| 1. Minor | 2. Medium |
| 7, 17 | 4, 5 |

SAMPLE ASSIGNMENT

Slightly different in 1992. In 1993 to be used as discussion format rather than assignment. (Appendix 23A)

WEEK 6

LEARNING OBJECTIVES

- . To consolidate learning objectives from Weeks 4 and 5
- . To discuss people, places and issues. eg: Charles Perkins, Maralinga, Nookanbah, Pine Gap, the Furneaux Group, Oyster Cove, William Crowther.
- . To consider the economic justification of the British invasion of Australia.
- . To study the nature of post 1788 arrivals.
- . To consider the impact of invasion on the indigenous peoples.

REFLECTIONS

This week will be devoted to film and video watching. Because the selected resources all concern the impact of invasion it is better to see them in "one hit" rather to spread them out when the learning content has moved on into detail of that topic.

TEACHING STRATEGIES

Affective through film

Cognitive through discussion and written responses

LESSONS

- . Collection of Alinta the Flame essay/story
Sharing of some work if time allows.
- . Video: The Waves that Shaped Australia (Immigration)
- . Video: The Secret Country
- . Video: Manganinnie
- . Film: The Last Tasmanian
- . Aboriginal Studies through the press.

Prior to viewing The Last Tasmanian students will be given a flyer about the film.

HANDOUTS

The Last Tasmanian (Appendix 20, Handout Sheet 14)

Aboriginal Studies Through Newspapers (Appendix 20, Handout Sheet 15 - 36 pages)

RESOURCES

- Video: AIMA, 1987, The Waves of Immigration (adapted from from The Migrant Experience)
- Video: Pilger, J. 1988, The Secret Country, ABC
- Video: Honey, J. 1980, Manganinnie, Tasmanian Film Corporation
- Film: Jones, R. Haydon T. 1978, The Last Tasmanian BBC and ABC

ASSIGNMENT

Due beginning of Week 7

Respond to any one of the films (or to the films as a group) in one of the following ways:

- . Write a poem about Aboriginal society pre 1788.
- . Write a poem comparing Aboriginal society pre 1788 and post 1788.
- . Write a list of factual information you gained from the films.
- . Discuss the question: Why did John Pilger refer to Australia as a Secret Country?
- . Discuss Annette Mansell's comment about being "descendents" not Aboriginals.
What did she mean? Would the Aboriginal community today agree with her? Do you think the film presented her feelings accurately and or fairly? Do you think The Last Tasmanian is an accurate title? Why do you think the producers selected this title?
- . Manganinnie is a work of fiction. Do you think it represents the stage of Tasmanian history accurately?

CRITERIA

Medium

2, 4

Except for the poems aim for the following.

734 250 - 500 words

735 400 - 700 words

WEEK 7

LEARNING OBJECTIVES

- . To gain knowledge of the nature of post 1788 arrivals through a study of the history of the invasion of Tasmania from 1803. in particular, the history of Risdon Cove.
- . To continue to study the impact of European invasion on indigenous Australians of the past and of the present.

TEACHING STRATEGIES

Affective through visiting Risdon Cove and reading of the Risdon Cove massacre on site.

Cognitive through interpreting different accounts of the Risdon massacre.

LESSONS

- . Completion and collection of assignments and follow-up discussions.
- . Consolidation of concepts, ie: the differences in the nature of the explorers in the 17th and 18th Centuries from the early invaders and settlers post 1788.

- . Excursion to Risdon Cove to undertake some reading on site.
Excerpts:
Living with the Land P.27 - 33
Turnbull P.30 - 35
White P.12 - 15
Pybus P.37 - 39
Hughes P.414
Travers P.87 - 91
Calder P.5 -7
Coultman-Smith P.18 - 21
Mercury feature articles and news reports (Appendix ,
Handout Sheet 16)
- . Introduction and beginning of assignment

HANDOUT

- . Mercury feature articles and news reports about Risdon Cove
(Appendix 20, Handout Sheet 16A - 14 pages)
- . Assignment (Appendix 20, Handout Sheet 16B)

RESOURCES

Kit: Living with the Land

Mercury newspaper

Turnbull, C., 1948, Black War, Sun Books

Pybus, C., 1991, Community of Thieves, William Heinman

Calder, J.E., 1875, The Native Tribes of Tasmania, facsimile
edition, 1972

Travers, R., 1968, The Tasmanians The Story of a Doomed Race,
Cassell Australia

Hughes, R., 1986, The Fatal Shore, Collins Harville

White, P., 1982, Pro Hart's Legendary Tasmania, Rigby

Smith, C., 1978, Tales of Old Tasmania, B.C.Smith

ASSIGNMENT

Due beginning of Week 8:

Read the Mercury articles and reports from at least two
accounts - one written a long time ago (eg: Calder and Turnbull) and
one written more recently (eg: Pybus and Living with the Land). From
the essay topics listed below take a side and base an argument on the
data you have read:

- . Tasmanians should/should not be better informed of the
Moomaire-Mener people.
- . The actions of Lieutenant Moore were justified/not justified.
- . The actions of Jacob Mountgarrett were justified/not
justified.
- . Robert May should have/have not been "adopted".
- . Re-enactments of the Lady Nelson entering Risdon Cove should
be celebrated/commemorated.
- . The actions of the past should/should not affect the present.

CRITERIA

Medium

3, 5, 17

734 500 words

745 1000 words (include a Bibliography)

SAMPLE ASSIGNMENT

As a protest occupation at Risdon Cove in 1992 occurred at the time of study students reacted to the current political situation as well as to the history. (Appendix 23B)

WEEK 8

LEARNING OBJECTIVES

- . To continue a study of the nature of post-1788 arrivals and the impact of European invasion through a study of the history of resistance in Tasmania 1824 - 1876.
- . To undertake a study of the causes of and attempts to solve conflicts between Aborigines in Tasmania and European values and expectations.
- . To undertake this historical study through the study of particular individuals and their roles in this part of Tasmanian history.

TEACHING STRATEGIES

Cognitive through undertaking research and presenting a detailed case study.

REFLECTIONS

Case studies were undertaken successfully in 1992 and students needed to follow through much historical information to gain an insight to the roles their case study played in Tasmanian history. Students were encouraged to undertake research from the Tasmaniana section of the State Library which they had never before utilized.

LESSONS

- . Collect assignments (from previous week) and share some.
- . An overview of the history of resistance 1824 - 1876.
- . Excursion to the museum to meet Julia Clarke and hear her talk about Robinson in front of the painting "The Conciliation". and to also talk about the painting itself and its cultural overtones.
- . Introduce case study assignment.
- . Excursion to the Tasmanian section of the State Library of Tasmania to see the references available (particularly Mollison, 1978, The Tasmanian Aborigines and their Descendants and Plomley, 1966, Friendly Mission) and the Crowther collection.
- . Begin case study assignment.

HANDOUT

Overview of Aboriginal/European Contact 1642 - 1992 and a Chronology of Events in the History of Tasmania 1796 1905 (Appendix 20 Handout Sheet 17A)

RESOURCES

See Booklist, Appendix...., Handout Sheet 8.

Living with the Land Books 1 - 6

On Being Aboriginal Books 1 - 3

Community of Thieves P. 37 - 132

The Aboriginal People of Tasmania

Plomley N.B.J., 1966, Friendly Mission

Mollison B., 1978, The Tasmanian Aborigines and their Descendants

ASSIGNMENT

Due:

Undertake detailed case studies of two of the characters in the history of Tasmania 1823 - 1876. Choose one European and one Aboriginal. Explore questions such as: Who was he/she? What did he/she do? What happened to him/her? What impact did she/he have on the history of Tasmania?

The individual assignment can be presented in other than the usual format; it should follow a chronological sequence of events and contain a reflective conclusion.

The case studies should be selected from the following characters:

European

Governor Arthur
George Robinson
Gilbert Robertson
Jorgen Jorgenson
John Batman

Aboriginal

Umarrah
Kickerter-Poller
Lacklay
Manalargenna
Wooredy
Wymurick
Truganini
Maulbyoy-Hener
Mosquito
Drummer-ner-Looner
William Lanne
Pevay
Walyer
Mathinna
Worrete- Moete-Yenner
Dolly Dalrymple
Fanny Cochrane Smith

CRITERIA

Major

1, 4, 8, 17

734 (no word limit), but must use Living with the Land Books 1 - 6, Community of Thieves P.37 - 132 and The Aboriginal People of Tasmania.

735 (no word limit), but must use Living with the Land Books 1 - 4 and Community of Thieves P.37 - 132, The Aboriginal people of Tasmania and at least one other book. Credit will be paid to those students who avail the Tasmaniana section of the State Library. A Bibliography is essential.

SAMPLE ASSIGNMENT

See attachment My Dancing Rock, P.3 and Appendix 24.

WEEK 9

LEARNING OBJECTIVES

As for Week 8
Concepts - change, continuity, identity

TEACHING STRATEGIES

As for Week 8

LESSONS

- . An overview of the history of the Islands in the Furneaux Group with an emphasis on the development of the above concepts.
- . The beginning of W.O.S. Maydina the Shadow to illustrate the type of men the sealers often were.
- . Working on Case studies

RESOURCES

Video: SBS, Women of the Sun - Maydina the Shadow

WEEK 10

LEARNING OBJECTIVES

Pre - excursion to Flinders, Big Dog and Cape Barren Islands
To prepare students mentally and pragmatically for excursion.

During the excursion to the Islands

- . to understand the links between the past and the present
- . to understand the concepts of tradition, continuity and change
- . to develop friendships and empathy with and understanding of Aboriginal Tasmanians
- . to undertake some practical planning for an applied assignment in Tourism Studies in term 3.

REFLECTIONS

In 1992 the excursion to the Islands was a very special event as the class was making a film about Molly Mallett. Before the excursion the students had studied the history of Wybalenna and of the islands in readiness for the film. (Assignment samples: Appendix 25) Whilst the assignments about the Islands (pre-excursion) were diligently carried out they lacked "immediacy". In 1993 when no film is to be made, to make the excursion special, although once again Molly Mallett will accompany the class as a mentor, the "special" focus will be upon learning about the history "on the spot" as was done in the "Risdon Cove" lesson. For example students will be read accounts from "Weep in

Silence" at Wybalenna. During and after the excursion students will be expected to read and reflect as was done in 1992.

The impetus for My Dancing Rock, the organization behind it and the organization for the excursion in 1993 appears as Appendix 18.

My Dancing Rock - video and booklet plus ABC (Blackout) and Southern Cross (Contact) video, and cassette of interview with Judy Tierney are attachments.

TEACHING STRATEGIES

Affective through interaction with members of the Aboriginal community especially Auntie Molly Mallett

Cognitive through note taking and reflection

LESSONS

Pre-excursion

Film: Blackman's Houses

Video: Continuing Culture

Video: My Dancing Rock

Television: Blackout and Contact: My Dancing Rock reports

Booklet: My Dancing Rock

During excursion

Throughout the excursion students are to keep a diary of events, new knowledge and reflections. These must be made from the readings as well as from "life". The AAP class is to be accompanied by several students from the Writer's Workshop class who will be undertaking creative writing activities especially about Molly Mallett's memories from Cape Barren Island.

- . At Wybalenna, readings from Weep in Silence by teacher and students.
- . Students to read Living with the Land Book 4 P.9 - 39 - - - -
- . Students to take photographs of and make sketches and an estimate map of area of land between Wybalenna and Allports Beach. This is to be used in an applied assignment during Tourism Studies in term 3. Students are also to be encouraged to take photographs throughout the trip which can also be used for the same purpose.
- . At Big Dog Island students to read Living with the Land Book 6 P.39 - 43.
- . At Cape Barren Island students to read Living with the Land Book 6 P.44 - P.53 and Book 7 P.23 - 36 and then, P.43 - 79. On Being Aboriginal Books 4 and 5.
Some teacher reading from Mission to the Islands.

Note: The five day excursion to the Islands takes place in the latter half of the Easter holidays and only one school day (a double AAP lesson) is missed.

HANDOUT

Map of Wybalenna (Appendix 20, Handout Sheet 18)

RESOURCES

Living with the Land On Being Aboriginal

Plomley, N.J.B., 1987, Weep in Silence, Blubberhead Press
Murray-Smith, S., 1979, Mission to the Islands, reprinted 1987,
Australia Council and the Tasmanian Arts Advisory Board

ASSIGNMENT

Diary of events, new knowledge and reflections.

Maps, sketches and photographs.

Students to be told that this information will form the basis of two assignments - one in Aboriginal Studies and one in Tourism in Australia, Asia and the Pacific.

CRITERIA

734 and 735

Assessment based on co-operation and behaviour

Medium

6

WEEK 11

LEARNING OBJECTIVES

- . To understand the concept of Aboriginal identity particularly Aboriginal identity in Tasmania
- . To consider the issue of Land Rights with particular reference to Tasmania

TEACHING STRATEGIES

Affective through simulated interview.

Cognitive based on reflections from week of interaction

LESSONS

- . Pass in historical case study.
- . Follow-up excursion through discussion and to learn history of Oyster Cove (possible excursion)
- . Read Community of Thieves P.162 - 188
- . Begin a contemporary case study using diary notes from the excursion as a basis along with other book resources.

HANDOUTS

- . Plan of Oyster Cove (Appendix 20, Handout Sheet 19)
- . Contemporary case study assignment (Appendix 20, Handout Sheet 20A)
- . Concepts: Ideas for Assignment: (Handout Sheet 20B)

RESOURCES

- . Student diaries
- . Booklist
- . Living with the Land Books 6 and 7
- . On Being Aboriginal Book 4
- . Community of Thieves
- . West, I., 1984, Pride Against Prejudice. Southwood Press
- . Handout Sheet 20 B
- . Thompson L. 1990, Aboriginal Voices Contemporary Aboriginal Artists, Writers and Performers
- . White I. (Ed), 1985, Fighters and Singers The Lives of some Aboriginal Women

ASSIGNMENT

Due beginning of Week 13.

Students to work in pairs on a simulated interview to elicit information about the following: Aboriginal identity, values, kinship, way of life, experiences, interrelationships, discrimination, knowledge of the past, feelings towards the future.

Also in this assignment, refer back to your major research assignments (Handout Sheet 7) and talk about the effects on the facets of culture (that you researched pre 1788) from 1788 until the present.

Interview to be recorded on audio tape lasting no more than 15 minutes.

You may base your assignment either on Aborigines in Tasmania or on Aborigines in mainland Australia.

OPTION 1

Select from one of the following real Tasmanians, some of whom students have met:

Molly Mallett
 Alma Stackhouse
 Ida West
 Neville Maynard
 Nola Hooper
 Phyllis Pitchford
 Jim Everett
 Karen Brown
 Michael Mansell
 Ros Langford
 Families in the Furneaux group
 Others by negotiation

OPTION 2

Select from the following well-known Aboriginal Australians.

Russell Foley
 Oodgeroo
 Bill Nedje
 Pat O'Shane
 Charles Perkins

Sally Morgan
 Gilpilil
 Mandawuy Yanupingue
 Others by negotiation

CRITERIA

734 and 735
 Major
 2, 4, 6, 8

SAMPLE ASSIGNMENTS

Attachment: My Dancing Rock
 Appendix 18: Process of the production of My Dancing Rock

WEEK 12

LEARNING OBJECTIVES

- . Consolidation of concepts of Aboriginal identity, Land Rights and other issues
- . Understanding of the emergence of Tasmanian urban Aboriginal culture

TEACHING STRATEGIES

Affective through film
 Affective and cognitive through analysis of data and preparation of case study

LESSONS.

- . Film to illustrate urban Aboriginal culture beyond Tasmania and the issues of identity and discrimination: WOS, Lo-Arna
- . Contemporary case studies.

RESOURCES

Video: SBS 1984, Women of the Sun, Lo-Arna

WEEK 13

LEARNING OBJECTIVES

- . To become aware of all of the following and understand fully one of the following contemporary issues facing Aboriginal cultures and societies in Australia today:
 - affirmative action policies in education and employment
 - concepts of integration, assimilation and reconciliation
 - economic issues
 - health issues
 - enviropmental issues
 - different concepts of law

TEACHING STRATEGIES

Cognitive through listening, note-taking, reading and research
LESSONS

- . Collection of contemporary case studies on audio tape. Sharing of some if time allows.
- . Series of short overview lessons on each issue.
- . Video: Babakueria. Discussion.
- . Introduction of final assignment. Assignment to be prepared and then written up as part of examination in Week 15.

HANDOUTS

Assignment topics. (Appendix 20, Handout Sheet 21)
Explanation of assimilation (Appendix 20, Handout Sheet 22)
Lo-Arna script (part) (Appendix 20, Handout Sheet 23)
Notes on particular topics (on request from students) (Appendix 20, Handout Sheet 24)

RESOURCES

Video: ABC, 1988, Babakueria
Newspaper cuttings
Selected handouts (Appendix 20, Handout Sheet 22)
Selected TV documentaries for individual viewing
Hawker and Brownlow, Aborigines and Torres Strait Islanders

ABORIGINAL STUDIES HANDOUT SHEET 21

ASSIGNMENT

Choose ONE of the following essay topics and prepare to write it up in an examination situation. You will be permitted to bring some notes into the examination. You will have one hour in which to complete it. You will be expected to acknowledge information sources.

Topics:

- . Discuss some of the different concepts of law between European and Aboriginal Australians.
- . Discuss the Land Rights Issue with particular reference to Tasmania.
- . Discuss Aboriginal identity. 'In your discussion examine the differing views of the Commonwealth, the state government of Tasmania, Aborigines in Tasmania and Aborigines in one other place in Australia.
- . Discuss some of the economic issues that particularly affect indigenous Australians.
- . Discuss some of the health issues that particularly affect indigenous Australians.
- . Discuss Aboriginal Australians and environmental issues.

. Consider four possible scenarios for the future of Aboriginal Australians in general and Aboriginal Tasmanians in particular. Select from - Revolution, Apartheid, Secession, Mainstreaming, Integration, Assimilation, Reconciliation, Self-determination, Internationalization, Status Quo, Self-management.

Discuss, ie:

What are the potential advantages and disadvantages?

What are the practical problems involved in implementing these options?

CRITERIA

Major

734 and 735:

No word limit

1, 2, 3, 4

SAMPLE ASSIGNMENTS

Appendix 26

WEEK 14

- . Catch-up week
- . Preparation of issues assignment
- . Revision for examination
- . Individual work and tutorials

HANDOUT

Revision sheet: Appendix 20 Handout Sheet 25

WEEK 15

- . As for week 14
- . Examination. Three hours. Three sections:
 - Section 1 Short answers
 - Medium
 - Criteria 1, 2, 7, 17
 - Section 2 Prepared answer on contemporary issue
 - Major
 - Criteria 2, 3, 4
 - Section 3 Hypothetical
 - Major
 - Criteria 5, 7, 17

SAMPLES OF EXAMINATIONS AND STUDENT RESPONSES

Appendix 19

IDEAS AND RELIGIONS IN ASIAN AND PACIFIC SOCIETIES

TCE DEVELOPMENT

The Ideas and Religions in Asian and Pacific Societies unit developed somewhat tentatively through an uncomfortable amalgamation of philosophies of three distinct subject areas - Ancient Civilisations, Religious Studies and Social Science.

Early in 1990, during discussions of the Social Science model at the time, some Committee members argued that Religious Studies and Ancient Civilisations should be separate units of study whilst others felt that neither of the two disciplines met the Social Studies criteria for inclusion in the 11/12 Social Science model (which eventually became AAP). However, it was resolved, to the dissatisfaction of both the Religious Studies representative and the Ancient Civilisations representative, to put the subjects together as a multi-disciplinary unit of AAP. This caused much confusion for some time as information circulars about AAP included a unit entitled "Ideas and Religions in Ancient Societies" which did not make sense given the rationale for the Social Sciences in Years 11/12. (Appendix 27)

By July 1990 this unhappy alliance was discarded and became separate entities within the AAP context, after Mr A. Webber, representing the Religious Studies Subject Committee and Mr C. Todd, representing the Ancient Civilisations Subject Committee had consulted with their respective Committee members.

In August 1990 the rationale and the tentative model for AAP were explained to a meeting of the Religious Studies Subject Committee in order to elicit the Committee's involvement in preparing a Religious Studies unit which would fit the AAP model. However, after

consideration of the AAP model. Sr. M. Brown, of the Religious Studies Committee stated that her Committee felt that Religious Studies could not be subsumed under AAP because Religious Studies was an integral part of education within schools under the auspices of particular religions. Also, the Religious Studies committee did not wish a Religious Studies unit to be a part of AAP at that time because it was felt that it could be counter-productive for the development of other Religious Studies (A and B) syllabuses in preparation for the TCE in 1992. At a Religious Studies Committee meeting a motion was passed:

That the committee requests that it not be included within the model for Social Sciences but that it would be happy to co-operate with the writing of any Religion based A units for use within Australian and Pacific Studies.

Motion of 22/10/90 Religious Studies Subject Committee

Accordingly, Religious Studies does not appear on the December 1990 model for the 11/12 Social Sciences. (Appendix 5)

By March 1991 no Religious Studies unit had been written although the Religious Studies Committee stated that they were still willing to assist Social Studies syllabus writers where religious content was being dealt with. There had been concerns on the part of the Religious Studies Committee, expressed on their behalf by Andrew Webber, that there should be a safeguard against poor syllabuses being written by people who did not have an appropriate background in Religious Studies.

By May 1991 a unit had been written for Ancient Civilisations, "Empires of Asia," which was quite separate from the one being proposed for Religious Studies - now being referred to as "Ideas and Religions in Asian and Pacific Societies", the title not only inferring its removal from from the Religious Studies umbrella but also encompassing the AAP rationale. By October 1991 both of these syllabuses had been nominated and accepted by the University Tertiary

Admissions Committee for pre-tertiary accreditation. The full code name of the Ideas and Religions unit for the more demanding syllabus was 11/12 AN 904 A Ideas and Religions in Asian and Pacific Societies. (Appendix 28) It was the more demanding syllabus that was undertaken by the Fahan AAP class in 1992 even though students were not able to undertake the external examination. In the latter part of 1992 the Schools Board requested comments re syllabuses and some syllabus modifications were suggested by Jane Naqvi both in writing and in the November Moderation meeting. Some of these appear in the Draft Proposal for Amendments for 1993 (Appendix 2). However, further modifications are suggested in the section CONCLUSIONS AND RECOMMENDATIONS. As with the modifications suggested for Aboriginal Studies, after "trialling" the syllabus these concern methodological, organizational and pragmatic shifts rather than major modifications of content.

IDEAS AND RELIGIONS IN ASIAN AND PACIFIC SOCIETIESPLANNING FOR 1993 BASED ON REFLECTIONS FROM 1992

Ideas and Religions in Asian and Pacific Societies will comprise all of term 2 (11 weeks) and a two and a half hour examination will be held during the last week. All lessons are planned in a sequence designed to develop knowledge, concepts, skills and application.

As with the Aboriginal Studies unit the lessons are planned on a weekly basis to allow for flexibility whilst maintaining the sequential development. Assignments are assessed in the same format as for the previous unit.

Criteria 2 and 4 are assessed four times, criteria 5 and 7 are assessed three times, criteria 1 and 3 are assessed twice, criterion 8 is assessed once on a major assignment. Criterion 6 (working as a member of a group) is not assessed during this term as it is to be assessed as a major criterion in the Tourism Studies unit in Term 3.

The unit specific criterion 9 is assessed three times including in the examination.

Each student has a copy of the book Australia's Relations with Asia.

TERM 2WEEK 1

LEARNING OBJECTIVES

- . Remind students that in this term we will move from "home" to other parts of the region. and back again, and will be exploring similar concepts ie: gaining a sense of history, developing an understanding of the social, cultural, spiritual, philosophical and political characteristics of specific societies.
- . To orientate students to the Asia/Pacific region
- . To learn basic facts and terminology concerning the region and the religions of the region.
- . To become familiar with AAP classroom book resources.

REFLECTIONS

Week 1 is a short week and from last year's experience it appears that many students lack basic knowledge of the region. so this week will be spent in gaining some basic background information and developing an interest in a particular country or region on which a case study later in this unit or in the Tourism Studies unit will be based.

In 1992 students studied Buddhism, Hinduism and Islam, but there was not enough time to adequately study three distinct religions and their impacts on contemporary lifestyle. In 1993, therefore, the focus will be narrowed and the impact study will be made more specific so that students will be led to develop concepts from learning more detail about a specific place rather learning much superficial information about many places. Students this year will study the topics relating to Hinduism and Islam and the effects of those religions on the culture of a specific society in northern India. They can then compare the impact of two religions in one place. They will then use this study as a proforma for their own research study in the latter part of the unit.

TEACHING STRATEGIES

Cognitive through becoming familiar with who, what where. This will be done through a tourism assignment and then through a quiz "game" designed to teach many facts in a "fun" way.

LESSONS

- . Overview explanation of what the unit will cover, ie:
 - . What countries comprise the Asia/Pacific region
 - . Links between Australia and Asia
 - . A review of the impact of an invading culture upon an indigenous culture.
 - . A brief study of "What are religious studies?"
 - . Hinduism and the influence of Hinduism on a contemporary Indian Society
 - . The emergence and spread of Islam and its influence on a contemporary Indian and Australian society.

- . The similarities and differences in Hindu and Muslim culture in India and in Australia.
- . A negotiated case-study: The practice and influence of a predominantly Asian religion on a community in a contemporary Asian society or Australian society and/or within Tasmania. Students may choose any religion according to their own interest, ethnic background or available resources. The case-study may be based on "life" or may be a "book" study or a combination of both.
- . Suggested folder organization, ie: as for Aboriginal Studies
- . Give medium homework assignment (see Handout Sheet 3); discuss Game will be modified. eg: 2 Procedure. Write a postcard from each of six destinations that includes brief references to climate, attractions, food, accommodation and local culture especially religion. Class time will be given to this assignment to allow for assessment (for lesson planning purposes only) based on observation of student knowledge about Asia.

HANDOUTS

Copy of syllabus 11/12 AN 904 A (Appendix 29, Handout Sheet 1)
 Copy of Assessment Sheet (Handout Sheet 2)
 The Travel to Asia Game (Handout Sheet 3)
 Blank map of Asia (Handout Sheet 4)
 AAP Booklist (Appendix 35 and Handout Sheet 5)

IDEAS AND RELIGIONS IN AAP HANDOUT SHEET 5

AAP BOOKLIST

IN THE AAP CLASSROOM

Naqvi J and Scharaschkin R, 1983, Getting Together
 Naqvi J, 1986, How do People in Neighbouring Societies Live?
India: Our Widening World
 Naqvi J, 1987, The Eid Moon
 Naqvi J, 1987, The Scorpion Garden
 Department of Education and the Arts, Tasmania, 1989, Workbooks
Asia Wise
 DEA, 1987 - 1991 Asia Wise magazines
 Education Department of South Australia, Religious Education project team, 1980, Myths and Meanings. Fact. Faith or fantasy.
All the World's a Stage, Laws for Living. Codes, Creeds and Conflicts. Religion and Society.
 Education Department of South Australia, 1977, Islam in Adelaide.
Atlas of Religions, Buddhism, Malaysia, The Torah
 Burns R.(Ed), 1975, Voices from other Cultures
 Basham A. (Ed), 1975, A Cultural History of India
 Dixon L, 1984, Pilgrims, Prophets and Priests: Asian religions and Philosophies
 Wolpert S, 1989, A New History of India
 Harvey P, 1990, An Introduction to Buddhism
 Naylor D, 1976, Thinking About Buddhism
 Elliot D, (Ed) 1987, Religious Topics (series)

Jansen G. 1979. Militant Islam
 Asia Teachers Association. 1986. Focus on Asia
 Coughlan, J. (Ed) 1992. The Diverse Asians: A Profile of Six Asian Communities in Australia - Japanese, Malaysian, Filipino, Thai, Korean, Indonesian
 FECCA. 1984. The Great Immigration Debate
 Mackerras C. (Ed) 1992. Asia Since 1945 (includes sections on Islam in Indonesia, Women in Japan, Asians in Australia)
 Pinfield N. 1991. The Indian Subcontinent
 Bennoun, Bennoun and Kelly. 1984. The Peoples from Indo-China
 Dufty D. 1975. Seeing it Their Way
 Dufty D. 1975. Looking Around Corners
 Fewster S. 1986. Japan 1850 - 1985
 Green J. 1989. China
 Mackerras and Yorke. 1991. Contemporary China
 90 Photojournalists. 1989. A Day in the Life of China
 Kublin M and Kublin H. 1991. China
 Sydney University China Education Society. 1977. Ai-hua's Family
 Fairbank J. 1990. China: Tradition and Transformation
 Reischauer and Craig. 1989. Japan: Tradition and Transformation
 White P and Young P. 1989. Australia's Relations with Asia
 Rajendra and Rajendra. 1991. Introducing Asia
 Rajendra N and V. 1991. A History of Asia
 McKenzie E. 1990. Asian Heritage
 Minkoff and Sijmons. 1992. Understanding Asia (2 copies)
 Laidlaw R. 1989. Asian History: China. Japan. India. Indonesia
 Hawkere and Campbell. 1981. Festival of the Full Moon in Bali. My Home in a Monastery in Nepal. Children of the Meo Hill Tribes
 Singh and Newby. 1974. Ganga Sacred River of India

The Penguin Atlas of World History Volume Two From the French Revolution to the Present

Grant J. (Ed) The Australopedia
 Journals: The Asia Teachers Bulletins
 Asia Wise 1987 - 1991
 The Indian Australian

IN THE FAHAN SENIOR LIBRARY

The following listing contains mainly the Religious books - the library has many books on Asia in general which are not listed here.

Loenwald. U.. 1987. Child of Vietnam
 Langley M. 1981. Religions
 Lion Handbook. 1982. The World's Religions
 Patrick M. 1982. Buddhists and Buddhism
 Mayled J. 1986. Religious Topics (series)
 Our World. 1975. Buddhism
 Our World. 1975. Islam
 Our World. 1975. Hinduism
 Swearer D. 1977. Buddhism
 Rogers M. 1976. The Spread of Islam
 Thorley S. 1985. Islam in Words and Pictures
 Hobley L. 1979. Moslems and Islam
 Mitter P and S. 1982. Hindus and Hinduism
 Back M. 1977. Major Religions of the World
 Ridenour F (Ed). 1967. So What's the Difference?
 Rawding F. 1979. The Buddha
 Evans A. 1973. What Man Believes

- Berger G, 1983, Religion: A First Reference Book
 Whiting R, 1986, Religions of Man
 Bahree P, 1982, The Hindu World
 James R, 1982, The Muslim World
 Parrinder G, 1964, The World's Living Religions
 Gillam I, 1988, Many Faiths One nation: A Guide to the Major Faiths and Denominations in Australia

RESOURCES

Department of Education and the Arts, Tasmania, 1989, Workbook Asia Wise Number One
 Tourist brochures and magazines
 Books from school library on countries in Asia.

ASSIGNMENT

Due the end of Week 2

See Handout Sheet 3. The assignment is to be done in pairs.

CRITERIA

Medium
 735 and 734
 2, 6

WEEK 2

OBJECTIVES

- . To review concepts of culture
- . To introduce religious terminology and to recall and understand it
- . To consolidate factual information about Asia and the Pacific and set the context
- . To begin to develop interest and empathy with the peoples of India

TEACHING STRATEGIES

Mainly cognitive through factual learning.

LESSONS

- . To review concepts of culture through studying the text, Australia's Relations with Asia, P. 15 -16 .
 A review of the meaning of culture through the text, P.3 - 7
- . A Fabulous Fish Story; Read and discuss.
- . The Mighty Rac: Read and discuss
- . Religious words: Activity Sheet (Handout Sheet 6)

- . Focus on Asia Game
- . Developing a map of Asia and the Pacific showing main religions in regions. Brief outline of historical contexts.
- . Completion of Assignment. Pass in.
- . Religious terminology quiz

HANDOUTS

Religious Words and Terms (Handout sheet 6)
 Focus on Asia Game (Handout Sheet 7)
 Map of Asia (Handout Sheet 4)

RESOURCES

- . DEA: 1989. Workbook Asia Wise Number Two
- . Education Department of South Australia, Religious Education Project Team. 1980. Myths and Meanings, Fact, Faith or Fantasy, All the World's a Stage, Laws for Living, Codes Creeds and Conflicts, Religion and Society.
- . Large blank wall map of Asia and the Pacific (which can be written on with non-permanent marker)
- . White P. and Young P, 1988. Australia's Relations with Asia (class text for Ideas and Religions and Tourism Studies units)

ASSIGNMENT

Preparation for Asia Game and Religious terminology Quiz.

Criteria

No formal, recorded assessment

WEEK 3

OBJECTIVES

- . To learn and understand religious terminology and concepts

REFLECTIONS

In order to prevent teachers from using THEM/US as much as teachers tend to do, perhaps it is time to rethink the COMPARE/CONTRAST methodology (suggested as the preferred methodology for AAP) when teaching about countries and cultures beyond the shores of one's own domain. Sometimes a comparative methodology is the appropriate, and sometimes it is the only methodology than can be used for a particular topic, but often it is not. An alternative methodology which may be appropriate for some topics in Ideas and Religions in Asia and the Pacific is to use the methodology of "enculturation" - ie; "enculturate" rather than just "teach about". Affective strategies can be combined with cognitive strategies to help students to "feel" (through story, poetry, art, film and music) before

and/or parallel with "intellectualizing" - a "One World" / "Global Village" philosophy developed into a methodology (but without a missionary or aid agency bias)?

TEACHING STRATEGIES

Affective - listening and responding to stories
Cognitive through discussion of ideas, beliefs and issues by interpreting data.

LESSONS

- . Why religion? An analysis of the beginnings of religious thought and the functions of religion in contemporary societies.

. Students divide into into eight groups to tell or to role-play creation stories from the Aboriginal Dreaming, Christianity, Hinduism, Islam. Follow-up discussion to focus on purpose of story, cultural context, meanings, similarities and differences.

. Introduction to Hinduism through story to then provide a format designed to impart some knowledge of Hinduism in India and provoke some critical thinking, without comparing and contrasting with a non - Indian country or society, in:

- an historical context
- a mythological context
- a spiritual context
- a moral context
- a modern, dynamic context

. (Affective learning) Stimulate interest in both Hinduism and in India through telling a story. All ages respond to stories. Stories work as well at this level as they do in the Junior School. From the Ramayana epic, tell the story of "Rama and Sita". Show pictures (paintings) about the story. Role play a part of the story. Show a video of Divali or Dusshera or a film re-enactment of the Rama and Sita story. Give a direct reading from a version of the Ramayana.

. (Cognitive learning) Ask a student to summarise the plot of the story. Brainstorm and whiteboard a list of words to describe the principal players - Rama, Sita, Ravana and Hanuman. From this list develop the values that the actions of the players epitomise, then from these values explain some of the fundamental values of Hinduism.

Students to develop their own background notes about Hinduism from the whiteboard lists.

. (Affective and cognitive teaching and learning) In groups read brief case-studies of some Hindu school children of various ages in diverse parts of India. Discuss how the Ramayana would influence their everyday lives - choose one of - values, behaviour including the relationship between men and women, beliefs, morals, art, music, dance, holidays, relevance to life today.

- . Discuss the following statement:
Some women in India today blame the Ramayana for the poor treatment and low status of many women.

Discuss recent events in India - the destruction of the mosque at Ayodya by Hindu fundamentalists because it was built on the site of the birthplace of Rama. The physical and political repercussions of this action and possible future happenings.

HANDOUT

Some ideas: What is religion? Beginnings. Creation stories (Handout Sheet 8)

RESOURCES

- . Education Department of South Australia, Religious Education Project Team, 1980, Myths and Meanings, Fact, Faith or Fantasy, Religion and Society
- . Patterson K, 1979, Bridge to Terabithia
- . Naqvi J, 1986, How Do People in Neighbouring Societies Live? India
- . Asian Studies Co-ordinating Committee, 1979, Children in Asia
- . The Ramayana
- . Pictures and posters from the Ramayana
- . Newspaper and TV news accounts
- . Journal: The Australian Indian

ASSIGNMENT

Due Week 4.

Discuss one of the following statements:

- . Some women in India today blame the Ramayana for the poor treatment and low status of many women.
- . The destruction of the mosque at Ayodya was justified.

734 500 words

735 800 - 1000 words. (Attach a Bibliography)

CRITERIA

734 2, 5

735 2, 4, 5

WEEK 4

OBJECTIVES

- . To develop interest and empathy with the peoples of India
- . To learn factual information about Hinduism beliefs, values and history.

TEACHING STRATEGIES

Mainly cognitive

LESSONS

- . Complete, collect and discuss assignment
- . Hindu philosophies and beliefs
- . History of Hinduism in India including the caste system
- . Gods and Goddesses

HANDOUTS

- . An overview of Hinduism taken from books in the AAP classroom. (Handout Sheet 9)
- . Assignment (Handout Sheet 10)

RESOURCES

AAP Books (see AAP booklist - Handout SHEet 5)

Video: World religions: Hinduism

ASSIGNMENT

IDEAS AND RELIGIONSHANDOUT SHEET 10

Due: End of Week 5

Write an essay on one of the following two topics:

Hinduism and Hindu Gods

Outline your understanding of Hinduism.

Consider its origins, moral codes and philosophies for living including:

the soul (Atman)

cycle of birth and death (Samsara)

law of cause and effect (Karma)

Expand on your outline by detailing the roles in Hinduism of Brahma, Vishnu and Shiva and any two of the following: Krishna, Ganesha, Kali, Ram, Hanuman, Lakshmi, Parvati

Hinduism and the Caste system

Outline the historical and the religious basis of the caste system. Consider the following questions and statements in your essay.

How does the caste system operate?

Does a caste system still operate in India?

In what ways is a caste system different from a class system?

Compare the caste system in India, before 1950, and the present, with a class system in contemporary Australia. Refer to Aboriginal Australians in your comparison.

In what ways has Hinduism benefited India? (include advantages of the caste system)

In what ways may have Hinduism been a hindrance to India? (include disadvantages of the caste system)

CRITERIA

734 and 735 1. 4, 7 (735 must include a Bibliography)

ASSIGNMENT SAMPLES

See Appendix 30

WEEK 5

OBJECTIVES

- . To develop interest and empathy with the people of a society in India
- . To study the influence of Hinduism on a society in India

TEACHING STRATEGIES

Affective through film
Cognitive

LESSONS

- . Work on, complete, collect and discuss assignment

. Lessons through a case-study of the Life of Huma, a girl in Northern India. Discussion of common facets of Northern Indian culture of Hindus and Muslims. Read: Our Widening World How Do People in Neighbouring Societies Live? India. P. 164 -190. Although this text is set for younger children, the points raised can be discussed at a more sophisticated level, to assess the influence of Hinduism on India, with an emphasis on life in Delhi and a small town called Amroha 70 kms north-east of Delhi.

. Points raised to be whiteboarded and students to make notes of these. These to then be re-inforced through Indian movies. (Indian movies designed for Indians). eg: To illustrate:

the festival of Holi:	Sholay
	Silsila
praying to Gods for luck:	Yeh Vaada Raha
Diwali festival:	Barsati Ke Ke Raat
sister-in-law relationship:	Mr Natwalal
morning prayer offering to Gods:	Lamle
Hindu wedding:	Kabhi Kabhi
Death:	Prem Geet

- . Video of Amroha streets, noting different religious groups
- . Visiting speaker to talk about Hinduism in general and about the practice of Hinduism in Tasmania.

RESOURCES

Naqvi J, 1986, Our Widening World, India
 Indian video movies
 Home video
 Visiting speaker from Indian Cultural Society of Tasmania

WEEK 6

OBJECTIVES

- . To develop interest in and empathy with the peoples of India
- . To learn factual information about Islamic beliefs, values and history.

TEACHING STRATEGIES

Affective through story to build up an affinity with specific people who practise Islam before going into the beliefs and philosophies of the religion itself.

Cognitive through interpreting, gathering data, evaluating evidence etc.

LESSONS

- . Islam in Tasmania and India through reading The Eid Moon.
- . Emergence and spread of Islam.
- . History of Islam in India beginning with the Mogul Emperors and in Australia beginning with the Afghan camel handlers. Study of Handout Sheet 11.
- . Reading of Islamic stories, poetry.
- . Viewing of Islamic art; exposure to Islamic history and culture in India through sections of Indian movies.
- . Islamic practice through slide resource: Islam in Adelaide
- . Introduction to assignment.

HANDOUTS

- . Handout Sheet 11
- . Appendix 29, Handout Sheet 12

RESOURCES

Handout Sheet 11 developed from AAP booklist from books in the AAP classroom.

Naqvi J. 1986. How do People in Neighbouring Societies Live? India.

Naqvi J. 1987. The Eid Moon

Cigler B and M. 1984. Australia a Land of Immigrants., P.106-107.

Education Department of South Australia. 1977, Islam in Adelaide

Indian movies: Amrao Jan
Nikhaah

ASSIGNMENT

Prepare one of the following topics for an in-class essay to be written in Week 8.

1. Islam

In your essay consider the following questions:

How did Islam begin?

Islam is monotheistic religion. What does this mean?

Who was Mohammed?

What are the main beliefs and religious duties of a Muslim?

What is meant by the Muslim claim that the Quran completes and fulfils the half-truths declared in other religions?

2. Islam is a World Religion

In your essay consider the following questions:

Why did Islam spread so rapidly?

How did Islam reach India?

In what countries of the world is Islam the predominant religion?

There are more than 250 000 Muslims in Australia. When was Islam first introduced to Australia? Of what ethnic backgrounds are most Muslims in Australia today?

3. The Muslim Code of Conduct

In your essay consider the following:

What are the main elements in the Muslim code of conduct?

Compare these rules with the Ten Commandments of Christianity.

What is the Muslim attitude to marriage and divorce?

4. The Role of Women in Islam

Discuss the role of women in Islam in general and consider the following comment by Dr. Wang, a Chinese Muslim:

Broadly speaking in Islam we consider that women are mostly concerned with duties inside the home and men with earning a living outside. But there is absolutely no reason why, if a woman wants to work or has a professional career, she should not pursue it after marriage - provided that her children do not suffer in the process.

Would most Anglo-Australian (Christians and non-religiously affiliated persons) take the same view?

CRITERIA

- 734 Use Handout Sheets and at least one other source.
- 735 Use handout Sheets and at least three other sources.
- 734 and 735 attach Bibliography
- 1, 2, 4, 7

SAMPLE ASSIGNMENTS

Appendix 31

WEEK 7

OBJECTIVES

- . As for previous weeks
- . To develop research and analytical skills
- . To further develop the ability to collect and record information from a variety of sources

TEACHING STRATEGIES

Affective through story and personal accounts of experience of living in an Islamic society in India.

Cognitive through interpreting data, gathering information, evaluating evidence etc.

LESSONS

Influence of Islam upon a contemporary Indian society through:
 . reading The Scorpion Garden
 (religious beliefs of a specific community and how these beliefs influence lifestyle - including celebrations, commemorations, ethnicity, identity)

- . Islamic links in Australia (through The Scorpion Garden)
- . The roles of women in the specific, contemporary community through: Home video of processes leading to a wedding including all ceremonies.

RESOURCES

Naqvi J, 1987, The Scorpion Garden
 Home video: Wedding
 Home video: Moharram

WEEK 8

OBJECTIVES

LESSONS

. Video: India Through Australian Eyes (An Australian-born girl of Indian (Sikh) origin travels to India for the first time to meet relatives and to try to come to terms with her own ethnicity and identity.

. Visiting speaker, a practising Muslim, to talk to class about the practice of Islam in Tasmania.

. In-class prepared essay

. Introduction to Case Study research assignment

HANDOUT

Case Study Research Assignment: Handout Sheet 13

RESOURCES

Video: Through Australian Eyes (Series) India
Books from AAP Booklist Handout Sheet 5

ASSIGNMENT

IDEAS AND RELIGIONSHANDOUT SHEET 13

DUE: Last week of term

This assignment is a major Case Study research project. It can be undertaken either from a study of books or from "live" research or from a combination of both. Whether you choose to research from books or from life will depend on the resources and contacts you either have or are able to develop.

All class lessons from here on this term will be devoted to this assignment and to revision for the examination in Week 10.

There is no set length for the Case Study.

It may include photographs, sketches and diagrams if appropriate.

The Case Study must include a Table of Contents and an Introduction or Preamble at the beginning and a Conclusion and a Bibliography at the end.

The Case Study takes the form of a HYPOTHETICAL.

The hypothetical puts your Case Study (which is based on factual information) into a context (the context is plausible and possible, but imaginary)!

CRITERIA

734 and 735

Major

3. 4. 5. 6. 7. 9

RESOURCES

Textbook: Australia's Relations with Asia

AAP booklist - AAP books in the classroom

Senior Library

Junior Library

State Library

Community Aid Abroad/Freedom From Hunger Library

Migrant resource Centre library

People

Select your Case Study from ONE of the following two options.
Base your selection on your own knowledge, interest or the
availability of resources.

OPTION 1

TOPICS

Select one of the topics below on which to base your Case Study.

A Shinto society in Japan

A Buddhist society in one of: Thailand, Cambodia, Vietnam, China,
Nepal, Tibet, Korea, Taiwan

A Christian society in one of: Indonesia, the Philippines,
Malaysia, Korea

A society practising an indigenous religion in one of: New
Zealand, P.N.G., Tonga, Solomon Islands, Vanatua or elsewhere in the
Pacific

A Hindu society in one of: Fiji, Sri Lanka, Bali, Malaysia

A Taoist society in either China or Taiwan

An Islamic society in one of: Indonesia, Malaysia, Bangladesh,
Pakistan, Maldives.

Other by negotiation.

HYPOTHETICAL

You have just graduated from a University in Australia and you
have managed to get a job with the Federal Government in the
Department of Foreign Affairs and Trade. The Department has decided
to send you, as part of a team, on a fact-finding mission to
..... The long-term aim of the mission is to facilitate
Australia's developing trade and tourism relationships with that
country. The more senior members of the team will be working in
Government Offices and Business Centres but you have been requested to
write a Case Study report about "the people" to aid the Australian
Government's understanding of the culture of the country. You will be
stationed in the city/town of and you will base you
Case Study research on a specific society/group/family called
.....

Your completed Case Study report should be structured as follows:

. An introductory section to set the general context which should include.

- a brief description of the country including its position in the world, size, population, main geographical features, history, language, form of government, main religion, relationship with Australia

- a brief description of the ethnic groups which comprise the population

. The second section is to set the specific Case Study context which should include

- a description of the town/city

- a description of the society/community/family focussing on their lifestyle (political, economic, culture)

. The third section is to analyze the religion (beliefs, values, practices) and to describe the influence of the religion on the lifestyle of the society/community/family.

. The fourth section is to trace the history of the religion in the country and to find answers to the questions:

- Is the religion the dominant one in the country or is it a minority one? What effects does this have on the society/community/family?

- What elements in the religion could lead (or do lead) to clashes with other religious groups in the country?

. The fifth and final section is to include:

- Some proposals for reducing current or possible future religious tensions

- Some suggestions about how Australia could further develop a good relationship with this country.

OPTION 2

TOPIC

Select ONE of the topics below on which to base your Case Study.

A Hindu society in Australia or in Tasmania

A Muslim society in Australia or in Tasmania

A Buddhist society in Australia or in Tasmania

Other by negotiation.

HYPOTHETICAL

You have just graduated from University in Australia and have managed to get a job with a State Government in the Department of Immigration, Local Government and Ethnic Affairs. Your first task is to prepare a Case Study report for your Department, the information from which will be used to facilitate the life style and settlement in Australia of a specific ethnic/religious group, namely

.....

Some members of this group have recently arrived in Australia although others have been here for more than one generation, have Australian citizenship and make valuable contributions to Australia's multicultural society.

Your Case Study report should be structured as follows:

. An introductory section to set the general context of the Case Study. It should include:

- a history of the ethnic/religious groups in Australia

. The second section is to include a description of the religion (beliefs, values, practices) and how the religion affects the lifestyle of the group

. The third section is to include information about how the religion is "kept alive" in Australia (or Tasmania) and is to describe how religious practices are modified or changed in the Australian environment.

. The fourth section should suggest;

- what elements could lead (or do lead) to clashes with other religious or ethnic groups in Australia

- what problems the ethnic/religious group experience in developing their culture in Australia

. The fifth and final section is to:

- propose solutions for reducing religious tensions within Australia

- suggest how the Government and people of Australia could aid in the settlement of this ethnic/religious group and help them develop their culture

- suggest any advantages and/or disadvantages to Australia in having this ethnic/religious group as citizens of Australia

- suggest how Australia and this ethnic/religious group's country of origin, namely could further develop their relationship.

WEEK 9

Research assignment

WEEK 10

Research assignment

Revision

Tutorials

Examination (two and a half hours)

TOURISM IN AUSTRALIA, ASIA AND THE PACIFIC

TCE DEVELOPMENT

Tourism Studies was included in the earliest model for AAP in 1990 - Australian Regional Studies. (Appendix 4) Australian Regional Studies was divided into two strands, a Cultural strand and a Business strand, and Regional Tourism was placed as an intrinsic component of both strands. In this early model Tourism in the Asian and Pacific region was regarded by the Social Science Committee as being an element which both affects and is affected by all other areas (eg; Economics, Geography) and also incorporated an activity which almost all people undertake at some stages in their lives. For these pragmatic reasons it could be argued that if there was to be a core in AAP (which there should not be) then Tourism Studies should be part of it.

However, after the Australian Regional Studies model in 1990 was changed there was little evidence of Tourism Studies featuring in a dynamic way on the 11/12 Social Science Committee agenda. The unit was written by Mr Greg Calvert, PEO, at Curriculum Services in collaboration with the syllabus writers for the general Tourism Studies A, B and C courses. When the AAP Tourism Studies syllabus (11/12 GG 906 A) (Appendix 7) was submitted to the Tertiary Admissions Committee in October 1991 for pre-tertiary accreditation it was rejected.

The rejection seems to have been on the grounds that the content of the syllabus did not contain substantial academic rigour and also

because the syllabus overtly indicated the teaching of values and attitudes pertinent to the tourist industry which the Tertiary Admissions Committee did not feel were appropriate.

There is no doubt that tourism is an important element in the economic, social and cultural lives of many societies in the region, including our own....The study of the phenomenon of tourism could therefore appropriately fit into the curriculum. However, we have serious doubts about whether the unit proposed is a suitable one.

For one thing, there seems to be a heavy emphasis on the inculcation of values and attitudes in students....They seem more appropriate to courses specifically aimed at the tourism and hospitality industries....We suggest that this unit be revised substantially, expanding on the existing section 1 and sections 2(a) and (b). The course could be based on case studies of tourist development in the region:

November, 1991, from letter of rejection from a representative of the Tertiary Admissions Committee.

The unit was revised in 1992 by Greg Calvert and was re-submitted in August. (Appendix 2) As of December no decision has been announced.

Further modifications are suggested in the section CONCLUSIONS AND RECOMMENDATIONS. As with those suggested for Aboriginal Studies and Ideas and Religions, the modifications concern organizational and pragmatic shifts rather than changes of content. However, in an subject area which can be as broadly interpreted as is possible with Tourism Studies it is probably advisable that the syllabus includes as much content information as possible (as was done with Aboriginal Studies) about the nature of the course. Such direction should still leave plenty of scope for choice of teaching strategies and topics of study.

TOURISM IN AUSTRALIA, ASIA AND THE PACIFIC

PLANNING FOR 1993 BASED ON REFLECTIONS FROM 1992

In the most recently amended Tourism in Australia, Asia and the Pacific syllabus, Draft Proposal of Amendments for 1993, (Appendix 2) it is suggested that "Students should study Section 1 and two other sections." However, at Fahan it is a more logical applied follow-up to the other units to study some topics from each of the sections, most to provide an overview and several to be studied in depth.

Tourism in Australia, Asia and the Pacific comprises eight weeks in Term 3 leading into the week of "Swot Vac" and then Examination week. There will be no end of term examination just for Tourism Studies because of its timing. However, it will be specifically examined in the end of year examination along with the other two units.

As with Aboriginal Studies and Ideas and Religions in Asian and Pacific Societies the lessons are planned on a weekly basis to allow for flexibility whilst maintaining a sequential development. Assignments are assessed in the same format as the previous units.

Criteria 1 and 7 are assessed twice and all other criteria, except the unit specific criterion, are assessed once in a major group assignment. Criterion 13 is assessed twice and along with the other unit specific criteria it will be assessed again in the final external/internal examination.

There is no special text for Tourism in Australia, Asia and the Pacific as a completely appropriate one could not be found although

there is a class set of Travel Wise and the text Australia's Relations with Asia includes a good chapter on tourism. However, there is a substantial teacher-developed Handout Sheet containing information for all sections of the syllabus.

TERM 3

WEEK 1

LEARNING OBJECTIVES

- . To develop an understanding of travel trends and patterns between Australia and Asian and Pacific nations
- . To develop an awareness of the economic significance of tourism

TEACHING STRATEGIES

Cognitive

LESSONS

- . Introduce the economic significance of tourism:
Read text: Australia's Relations with Asia P.61 - 63
Scan Economics of Tourism in Handout Sheet 1
- . Give out Tourism Studies Booklist, (Handout Sheet 2 and Appendix 35).

TOURISM STUDIES IN AAP BOOKLIST

HANDOUT SHEET 2

IN THE AAP CLASSROOM

White P and Young P, 1989, Australia's Relations with Asia
Community Aid Abroad, 190, Travelwise
Canadian Airlines International, 1991, Pacific Travel, Fact File
Ecumenical Coalition on Third World Tourism, 1988, Tourism: An Ecumenical Concern
Dickman S., 1989, Tourism: An Introductory Text, Edward Arnold A Division of Hodder and Stoughton
Biddlecomb C., 1981, Pacific Tourism: Contrasts in Values and Expectations,
Australian Bureau of Statistics, 1991, Directory of Tourism 1991
Grey P, Edelmann K, Dwyer L., 1991, Tourism in Australia: Challenges and Opportunities, Longman Cheshire
Mill R, 1990, Tourism: The International Business, Prentice-Hall International
Mason P, 1990, Tourism: Environment and Development Perspectives, World Wide Fund for Nature
Hall C, 1991, Introduction to Tourism in Australia: Impacts, Planning and Development, Longman Cheshire

O'Grady A. 1990, The Challenge of Tourism, Ecumenical Coalition on Third World Tourism
 Hong E, 1985, See the Third World While it Lasts
 Ecumenical Coalition on Third World Tourism, 1985, Tourism Prostitution Development Asia Wise, 1991, Issue 1
 Dufty D.(et al), 1975, Seeing It Their Way, Reed Education, Sydney
 Dufty D. (et al), 1975, Looking Around Corners, Reed Education, Sydney

- . One double lesson excursion to Harvey World Travel to discuss travel from a travel agent's point of view and to look at the computer operation
- . In-class assignment
- . Read Handout Sheet 1 P.3 - 8

HANDOUTS

- . Handout Sheet 1
 (It is to be noted that Handout Sheet 1 contains condensed, teacher-developed notes from the books in the Tourism Studies Booklist)
- . Handout Sheet 2
 Tourism Studies Booklist

RESOURCES

Text: White P and Young P., Australia's Relations with Asia
 All books on Tourism Studies Booklist
 Sally Gourlay from Harvey World travel, Sandy Bay.

ASSIGNMENT

Due beginning of Week 2

Using Handout Sheet 1 P.9 - 19 and the text undertake the following in-class assignment:

From the text P.74 - 77, respond to questions 1, 2, 3, 4, 5, 6

CRITERIA

Medium 734 and 735 4, 13

WEEK 2

LEARNING OBJECTIVES

To develop an understanding of the travel trends and patterns between Australia and Asian and Pacific nations

To develop interest in and empathy with the people of the region through knowledge of the cultures and societies in the region.

TEACHING STRATEGIES

Mainly cognitive

LESSONS

. Read p. 64- 67 of the text then P. 20 - 23 of Handout Sheet 1.

. Look back at the assignment carried out at the beginning of the Ideas and Religions unit (Term 2, Handout Sheet 3). Analyse what category of tourist you would have qualified as and explain your reason.

. In-class assignment: Plan two week in (if appropriate choose one of the places you "visited" in the assignment in Term 2). Plan two week's itinerary paying close attention to the Traveller's Codes of Ethics and Conduct.

See Handout Sheet 1: P.24 - 27; and P.31 - 44

Text; P.69 - 71

HANDOUTS

Handout Sheet 1

Text

RESOURCES

Tourism Studies Booklist

text

CRITERIA

734 and 734 Medium 1, 7

WEEKS 3 AND 4

LEARNING OBJECTIVES

. To develop an understanding of the cultural impacts of tourism on local communities especially in less developed countries.

. To further develop an understanding of economic and other factors of tourism from the promoters' and operators' points of view.

TEACHING STRATEGIES

Affective through responding to film and emotive accounts

Cognitive through analyzing data and evaluating evidence

LESSONS

. Reading Handout Sheet 1 P.44 - 63

. Viewing the video: Postcards

. Responding to the video through discussion from questions from P.16 of Postcards Resource booklet

. Consideration of Tasmania as a tourist destination: When hoteliers, tourist operators and developers plan for tourists do they consider - economics, factors determining the movement of people, trends and patterns, cultural and environmental needs of the tourist and the impacts on the local community?

Viewing: Tasmania: The Video

Tasmania Island Resort (Developer's proposal to Japanese investors through video)

. Excursions to either Wrest Point, the Sheraton or Drysdale Houseto discuss tourism and an excursion to Tasarc, Architects and Tourism Resort developers.

HANDOUTS

Handout Sheet 3: Save Penang Hill information sheet

Handout Sheet 4: Newspaper cuttings from the "Mercury" concerning Tourist developments and issues of tourist development in Tasmania

RESOURCES

Australian Freedom from Hunger Campaign, 1989, Postcards

Tourism Studies Booklist

Text

T.D.A: Tasmania : The Video

T.D.A. and Tasarc: Video: The Island State Resort

Tasarc: John Blythe

Wrest Point Hotel Casino, Sheraton, Drysdale House

WEEK 4 TO WEEK 7 (inclusive)

LEARNING OBJECTIVE

To further develop and demonstrate knowledge and understanding of:

- . travel trends and patterns
- . benefits and costs of tourism in both more and less developed countries

STRATEGIES

Mainly cognitive, but values based

LESSONS

Major group assignmnet designed to take three - four weeks of in-class work.

RESOURCES

Designing a Tourist Complex

Text

ASSIGNMENT

The assignment is contained in Handout Sheet 1 a copy of which which students already have.

CRITERIA FOR ASSESSMENT

Medium, 1, 2, 5,

Major 3, 6, 7, 13

734 and 734

The class is to divide into groups of between 4 - 6 students. The assignment is divided into two options. The group decides which option they wish to pursue.

OPTION ONETASK

It's a hypothetical situation!

To design a tourist complex on an area of land fronting Allports Beach, Flinders Island.

BACKGROUND INFORMATION

Your group is a Company.

As a company you have finance you are willing to invest - up to \$6 million. (You are each willing to personally contribute \$500 000 and have bank assurance for the rest of the money)

You are also a company of complete integrity and you have made the following commitments:

- (a) to take care of the natural environment (flora and fauna)
- (b) to preserve and respect the Aboriginal historical site of nearby Wybalena and the cultural heritage of the Muttonbird Islands and Cape Barren Island.
- (c) to enhance the economy of Tasmania
- (d) to provide employment opportunities for people on Flinders Island.
- (e) to attract:
 - . domestic tourists (from Tasmania)
 - . interstate tourists
 - . overseas tourists, especially from Asia
- (f) to include the following kinds of tourism:
 - . farm tourism
 - . adventure travel
 - . cultural and heritage tourism
 - . retreats (including - religious, spiritual, relaxation, health) You are particularly interested in facilitating retreats for minority religious groups in Australia.

STEP 1

Discuss the type of resort you would like to build and manage -

What types of tourists are you aiming to attract?

What facilities will you need to provide?

How will you cater for all of the kinds of tourism mentioned in (f) on the previous page?

What administration blocks will be needed?

What kind of accommodation will be built?

What are you going to call the resort?

Divide into 3 committees to undertake the planning tasks outlined in Step 2.

STEP 2 Dividing up the Work Between the Committees1. THE ADMINISTRATIVE COMMITTEE

This committee is responsible for budgeting and overall management. This committee is also responsible for making a major submission to the State Government, the Tasmanian Aboriginal Community and the Flinders Island Council. The aim of the submission is to get permission to develop the complex.

A budget needs to be prepared for the total complex - both building and advertising costs need to be estimated. (Land has already been purchased so need not be included in the budget)

An employment list should be made and advertisements calling for applications for positions prepared.

Scales of fees for accommodation and the use of facilities need to be determined.

An official opening should be planned.

You must present the above information in a SUBMISSION that you will write to the State Government of Tasmania, The Tasmanian Aboriginal Community and the Flinders island Council. Also in this submission you must state how you intend to satisfy all the COMMITMENTS. This is extremely important!

2. THE DESIGN COMMITTEE

This committee is responsible for designing the resort.

An overall design (sketch plan, done approximately to scale - do not get bogged down in details of scale and design here - this is not an exercise in technical drawing or introductory architecture, but it is to be neat) must be completed on the site plan. This should include:

- . administration areas
- . accommodation areas
- . recreation facilities (if any)
- . car parking
- . service areas (eg. laundries, shop)
- . other facilities

You must also write a report to the Administrative Committee to explain how you intend to satisfy COMMITMENTS (a), (b), (f).

3. THE ADVERTISING COMMITTEE

This committee is responsible for promoting the resort.

Write a scripts for a TV and a radio advertisement.

Prepare a poster, a pamphlet and a newspaper advertisement.
(Consider any gimmicks that may be used, eg: competitions)

Write a newspaper article for a Travel column.

You must also write a report to the Administrative Committee about how you plan to explain the COMMITMENTS in your promotions to the general public and potential clients.

.....

CO-OPERATE! PLAN TOGETHER!

CHECK CONTINUOUSLY to see if the work of the three committees is compatible.

ATTACHED SHEETS

Blank resort site
Budget sheet
Some suggested costs

SAMPLE ASSIGNMENT

Appendix 33

OPTION TWO

TASK

It's a hypthetical situation!
You are a new, small Tourist Company in Tasmania and you have just landed two tours.

TOUR 1 You have been requested to bring a small group of tourists to Tasmania from Japan for two weeks, plan their itinerary and anticipate all aspects of making the tour successful. Many of these people will be coming to Australia for the first time.

You have to provide a product that the visitors want, ensure that the trips within Australia are smooth, and that the food is not so constantly foreign that the tourists suffer indigestion and discomfort.

TOUR 2 You have been requested to escort a small group of tourists from Tasmania to India and one other Asian country for two weeks, plan their itinerary and anticipate all aspects of making the tour successful. Many of these people will be travelling to Asia for the first time. Therefore you have to provide a product that the visitors want, ensure that the trips within India and the other Asian country are smooth, and that the food is not so constantly foreign that the tourists suffer indigestion and discomfort.

You need to get a substantial loan from the Tasmanian Development Authority (TDA) to get these tours started (before the tourists actually pay for them). In order to get this loan you must write a SUBMISSION to the TDA to explain your plans for both tours and, most importantly, indicate why your tourist venture will have benefits for Tasmania and for the Asian countries concerned.

STEP 1

Discuss the tours you would like to run.

What is the name of your Tourist Company?

What types of tourists are the two groups?

What facilities will you need to provide?

How will encourage the Tasmanian tourists to abide by the Code of Ethics?

STEP 2

Divide the tours between groups within the Company and organize tasks. Plan together! Co-operate!

In your submission to the TDA:

- . State the destinations which you feel would be of interest and say why you think they would appeal to the visitors. Illustrate this with a poster or pamphlet advertisement.

Examine all aspects of the destinations and write down all the details that you consider could create problems. Provide information on how you plan to overcome such problems.

(Look at Australia's Relations with Asia P.77 for an example)

- . State the sporting activities which you think the visitors would like to either undertake or see? (eg: horse riding, white water rafting, camel trekking, bushwalking, Sydney-Hobart Yacht Race etc)

- . Are there any cultural or religious festivals happening? (eg: Eid, Christmas, Opera etc)

- . Are there any special events happening at the time? (eg: Salamanca Summer festival, India Independence Day etc)

- . How are the visitors to be accommodated and fed?

- . How will you help prepare these tourists before they leave home?
- . With your submission appendage a guideline handout that you will give to your tourist groups before they leave so that they can make the best of their holiday.
- . Attach the itineraries for each tour.

WEEK 8

Examination preparation and revision
Submit group project for assessment
Examination 735 - three hour external
734 - two hour internal

CONCLUSIONS AND RECOMMENDATIONS

These conclusions and recommendations have been reached after one year of "trialling" the AAP syllabus at Fahan School with students from both Years 11 and 12. The compilation of this document has also been of influence. The conclusions and recommendations concern only the 735 C syllabus and only the units of Aboriginal Studies, Ideas and Religions in Asian and Pacific Societies and Tourism in Australia, Asia and the Pacific.

TEACHER DEVELOPMENT

The ultimate success of AAP lies in the abilities of teachers to make the subject stimulating, challenging, interesting and relevant enough to attract students to keep the subject viable and to fulfil the educational rationale of Australian social and cultural literacy.

From discussions at an AAP workshop facilitated by the Asia Centre and the School of Education at the University of tasmania, 8- 9 May, 1992, and from Moderation meetings in 1992, it appears that whilst there is enthusiasm and interest in AAP there is still concern amongst teachers with the content (a nervousness about teacher background knowledge rather than teacher content), the teaching methodologies, the cohesion of units, the assessment procedures, the algorithms, the awards and the pre-tertiary accreditation status of the subject as a whole. Whilst the last three of these concerns are of vital importance, the last one even to the viability of the subject in some schools, they are administrative and organizational factors and not matters of teacher development.

To teach AAP content successfully individual teachers need a personal, sound rationale and to gain that they need sufficient time to absorb information and new ideas, extra resources and energy, time to try out new strategies and time to meet, discuss and reflect on experiences.

The Hartz Magnet Cluster proposal (Appendix 15) to run an 18 point programme aimed at in-servicing teachers of AAP should be supported in practical, as well as moral, ways by the DEA, schools and the Schools Board. Mention of this in-service proposal is on P.39 - 40. Teachers who undertake this course will gain a personal, sound rationale, develop a substantial content base, review a variety of teaching methodologies and become part of a network of teachers aiming to develop Asia literacy amongst Tasmanian students.

However, not all AAP teachers will either want or be able to avail a full University subject. Whether this innovative and pragmatic course is implemented in 1993 or not there is still a need for short, teacher-run inservice opportunities to focus on such matters as:

- . designing, writing, collecting and assessing hypotheticals
- . examining evidences for criteria
- . developing efficient Moderation procedures
- . writing sample examination questions for the specific units
- . sharing resources
- . discussing teaching strategies
- . reviewing the latest syllabus statements and rewriting where necessary.

RESOURCE DEVELOPMENT

The greatest need in terms of resource development appears to be in the area of Pacific Studies. This is discussed on P.25 - 27.

In the most recent syllabus statement (Appendix 2) for the unit Aboriginal Studies it is suggested that students undertake topics from Parts 1 and 2. Part 2 concerns a comparison of Aboriginal and Torres Strait Islander experiences with those of a Pacific society. Whilst this would provide a valid AAP study there are few, contemporary, appropriate and accessible resources to support it. At present there should be an alternative to this topic and one is suggested in the conclusions and recommendations about Aboriginal Studies. The Aboriginal Education Strategic Initiative Programme funded by the Federal Government, who, as of November 1992, were still open to submissions for Aboriginal Studies Resource development, may be willing to support resource production in this area.

AWARDS

The three award system (SA, HA, OA) appears too broad to give an equitable rating for student performance. Teachers of other Years 11 and 12 TCE courses at Fahan school have also expressed this opinion. As the award of OA must be reserved for *outstanding* performances only and the SA award should be accessible to those students who make only *satisfactory* achievement against the criteria. The greatest amount of students at Fahan, for example, will fit into the HA category and this does not adequately cater for the range of effort put into the subject

by individual students. Potentially, academic standards could be lowered by students realizing that they have to be just better than satisfactory to get an HA but "There is no point in my working too hard because it's almost impossible for me to ever be able to crack an OA". (Overheard verbal quotation from student). Whilst this may not be consistent with a holistic view of education it is already and will continue to become the general practice. No matter how fascinating and useful subject content is in its own right the rating is a motivational force. Therefore, it would seem logical for the TCE to introduce a rating between HA and SA - perhaps GA. (Good achievement) For example, in the small AAP class at Fahan in 1992 the awards were: OA - 3, HA - 1, SA - 2. However, the following awards may have been more equitable: OA - 3, HA - 1, GA - 2, SA - 0.

FLEXIBILITY

One of the strengths of AAP is its flexibility as was discussed on P.38. It should be possible for students to undertake two AAP C courses - 3 A units in Year 11 and 3 other A units in Year 12. For example, at a school such as Fahan, it should be possible to take an integrated C course in Year 11 (such as the current course) and in Year 12 take three separate units each conducted by a different teacher with a different emphasis and style of teaching (eg. Three from the disciplines of Geography, History, Behavioural Studies, Legal Studies, Economics). However, if a student wished to undertake only one AAP C course it should still be available in Years 11 or 12.

LEARNING OBJECTIVES

In the C syllabus Learning Objectives of the November 1991 Syllabus statement, the syllabus followed by teachers of AAP in 1992, was included the objective:

- . develop interest in and empathy with the people of the region through knowledge of characteristics of societies in the region.

In the Learning Objectives of the Draft Proposal of amendments for 1993 that objective has been deleted. The reason for this deletion is probably because of the pragmatic problem of assessing interest and empathy. However, it should be remembered that:

Assessment practices must match curriculum goals. Essentially both curriculum goals and assessment must be authentic. If we wish to design an authentic test we must first decide what are the actual performances we want students to be good at. We design these performances first, and worry about a fair and thorough method of grading them later.

(Wiggins, 1989, P.705)

AAP developed from three agendas - a values agenda, an intellectual agenda and a political agenda.

The rationale for Australian social and cultural literacy which is the basis of AAP forms the values agenda and it includes empathy (as well as the more passive "understanding") as a vital component of fostering positive relationships and positive attitudes. These values, unashamedly, should be implicit within the Learning Objectives and accordingly within the themes from which the learning concepts are

formed. Empathy should remain as a curriculum objective. At Fahan in 1992, much effort was put into developing interest, understanding and empathy. (See Attachment 2. Booklet to accompany My Dancing Rock, P.1). Observation of student interaction as well as student writing can provide a valid assessment method in affective areas of the curriculum. If this objective is reinstated, then Criterion 2 may need to be re-worded to account for it. For example:

. demonstrate an interest in and empathy for a cultural group in the region and an understanding of significant characteristics of Australian, Asian and pacific societies.

The Learning Objective "develop an orientation towards the Australia, Asia and Pacific region" is so vague it is almost meaningless. Possibly, it could be deleted. The wording of the Learning Objectives also appear too broad, too holistic and are, in fact, impossible. For example, how can a student expect to "develop an understanding of Australia's relationships with Asian and Pacific nations and cultures"? A more possible expectation is that a student undertaking AAP may develop an understanding of Australia's relationship with a particular Asian and/or Pacific nation and a culture within that nation. Following are some suggested modifications to the Learning Objectives and to the Content:

Learning Objectives

Through studying three units of this syllabus it is intended that students will:

- . gain factual knowledge about the Australia, Asia and Pacific region
- . understand the economic relationships of the countries in the region

- . develop positive attitudes towards cultures in the Asia and Pacific region and towards cultural diversity in Australia
- . develop an interest in one or more nations of the Australia, Asia and Pacific region and empathy for one or more societies in that region
- . develop an understanding of social, political, geographical, economic, historic and cultural characteristics of societies in the region
- . develop an understanding of Australia's links and relationship with an Asian and/or Pacific nation and culture
- . develop an ability to clarify issues and apply evidence to support opinions and ideas
- . consider possible regional trends in a global context
- . consider undertaking further studies at a tertiary level about Australia's relationships with Asian and Pacific nations and cultures.

Content

Content will be studied from three units. Each unit will develop one or more of the following themes which are derived from the Learning Objectives.

- . the emergence of modern nation states
- . the similarities and differences in cultural assumptions about work, religion, customs, decision making processes and gender roles
- . the challenge of the changing nature of stereotypes of Australian and Asian and Pacific societies
- . the increasing interdependence of nations in the region

- . the nature and significance of trade, capital flows, foreign ownership and debt in the region
- . the significance and value attached to traditional cultural belief systems in social and political life
- . the role of religion and philosophy in everyday life
- . the movement of people and ideas
- . resource and land use management

The geo-political areas for study will be Australia, Asia and the South Pacific.

Teachers and students should base the content of the selected units on Australia and one or more of the countries listed below:

(as per listing in Draft Proposal of Amendments for 1993)

In regards to the suggested rewording of the sentence preceding the list of countries, teachers should not feel compelled to cover a wide range of countries or to cover less developed and more developed countries. It is probably far more valuable in terms of developing concepts, insights and knowledge to cover less nations/places/societies in more detail than it is to overview many in less detail. The latter leaves wide open the possibilities of cultural assumptions and stereotypes being reinforced rather than "challenged". Further, a concentration on less nations/places/societies should allow teachers the flexibility to base their teaching in those areas in which they are most knowledgeable.

METHODOLOGY

A comparison methodology may not always be the most appropriate one to use in AAP. Although the syllabus statement does not address pedagogy as such, a comparison methodology is intrinsic to some of the assessment criteria and to examination questions.

Examples include:

Criterion 4: process and present information, in a variety of ways, by *interpreting and analysing data and evaluating evidence*. Of the subject specific criteria, criterion 10 (Societies in Australia, Asia and the Pacific), criterion 11 (Economics of Australia, Asia and the Pacific) and criterion 12 (Geography of Australia, Asia and the Pacific) the comparison methodology is overt. (Appendix 37)

External Examination, November, 1992: (Appendix 11)

Question 1 - Empires *Compare the principal cultural achievements...*

Question 2 - Geography *Identify and discuss the similarities and differences...*

Whilst such methodology may be perfectly appropriate for certain units (the Economics unit for example) there are times when a methodology of *enculturation* may be more appropriate to developing positive attitudes and gaining knowledge than *teaching about or comparing with western culture and society*. This could be especially so in sections of units such as those concerning Geography, Sociology, Aboriginal Studies, Ideas and Religions, Tourism and Work Studies. This is discussed and exemplified in the section Ideas and Religions in Asian and Pacific Societies. Pedagogy must, eventually, be considered more fully in the assessment accreditation procedures.

HYPOTHETICALS

Hypotheticals should continue to be used in examination situations in AAP to demonstrate application of knowledge although care needs to be taken to avoid constant comparisons in the above mentioned units.

The hypothetical also serves as a motivation for applied learning during study of the content of the units and teachers should be encouraged to set some of their assignments in a hypothetical format.

To support the usage of hypotheticals in-service time needs to be spent on:

- . developing teacher skills in writing hypotheticals to suit the units being taught
 - . developing teacher skills in assessing hypotheticals
 - . developing an accessible data-base of hypotheticals
-

MODIFICATIONS SUGGESTED FOR THE ABORIGINAL STUDIES SYLLABUS

Preamble

The following suggested amendments do not include changes affecting content of the Aboriginal Studies unit but do include changes that:

- . provide students and teachers with a choice of format in which to undertake Aboriginal Studies:

Either - as a comparative study of the experiences of the indigenous peoples of Australia with an indigenous Pacific society when confronted with European values and culture (This is the emphasis in the syllabus for 1992 and in the Draft Proposal of Amendments for 1993)

Or - as a non-comparative (but study in its own right) study of Tasmanian and/or mainland Aboriginal history, society and culture and including the impact of contact with other cultures after 1788.

This is the preferred option based on the rationales of concept development through cultural literacy beginning "at home" and for "enculturation before comparison" and also for the pragmatic reasons that where there is a dearth of appropriate teaching resources about the indigenous societies of the Pacific there are abundant, excellent resources, including human, for teaching about Aborigines in Tasmania.

- . make the unit accessible in the 50 hour time frame. The current syllabus is impossible to implement in 50 hours. In reality, it is more like a 150 hour syllabus.

The Syllabus

The syllabus consists of a study of Aboriginal history, cultures and contemporary issues with particular reference to Tasmania. The experiences of the indigenous people when confronted with European values and cultures are also to be foci.

The syllabus is divided into two parts. Students may either undertake an overview of *both parts* or they may undertake a more detailed study of *either* Part 1 *or* Part 2.

Part 1.

Part 1 is arranged into three topics which focus on Aboriginal and Torres Strait Islander history, societies and culture 40 000 years BP to the present *with a particular emphasis on Tasmania.*

. Students who choose to undertake the overview study of both Parts 1 and 2 should spend 25 hours on Part 1. During this time they should study *some* of the key ideas, elements and questions from *each* of the three topics.

. Students who choose to undertake the more detailed study of Part 1 should spend 50 hours on it. During this time they should study *many* of the key ideas, elements and questions from *each* of the three topics *and should undertake detailed research concerning elements, ideas and questions from one or more of the topics.*

(Content as written in Draft Proposal for Amendments in 1993)

Part 2

Part 2 focuses on a comparison of the experiences of an Aboriginal and Torres Strait Island Society and a Pacific Society when colonised by a European culture.

. Students who choose to undertake the overview study of both Parts 1 and 2 should spend 25 hours on Part 2. During this time they should study two or more of the topics in a comparative format.

. Students who choose to undertake the more detailed study of Part 2 should spend 50 hours on it. During this time they should study two or more of the topics as a background for a research Case Study. They should then undertake the research Case Study comparing the experiences of an Aboriginal or Torres Strait Island Society with an indigenous society when colonized by a European culture in the Asia or Pacific region.

(Content as written in the Draft Proposal of Amendments for 1993)

Criterion 17

Demonstrate an understanding of the history and analyze the continuing impact of European colonization on an indigenous Australian society *and/or* compare the continuing impact of European colonization on an indigenous Australian society with an indigenous Asian and/or Pacific society.

MODIFICATIONS SUGGESTED FOR IDEAS AND RELIGIONS IN ASIAN AND
PACIFIC SOCIETIES SYLLABUS

Preamble

The modifications suggested in this syllabus are to allow students to gain knowledge, concepts and skills in the first part and then to apply them in the second part. However, as some students and teachers may not be comfortable with the applied second part, it needs to be optional.

The modifications are also suggested to allow teaching foci to be more specific.

The Syllabus:

This unit....upon contemporary lifestyle. (no change suggested)

The syllabus is divided into two parts. Students choose *either* three topics from Part 1 or two topics from Part 1 and one topic from Part 2.

Part 1

1. The beliefs and practices of Islam and its influence upon a contemporary Australian and Asian society.
2. The variety and spread of Buddhism and its influence on a specific Asian society.
3. The growth and role of Shintoism in Japan.
4. The influence of Hinduism on Indian contemporary society and/or another Asian or Pacific society
5. Confucianism in China.
6. Taoism in China.

7. The emergence and practice of Christianity in an Asian or Pacific nation
8. Pacific island Animism.
9. An Indigenous Religion in the Australia, Asia and Pacific region.

Part 2

1. Undertake a research study. Explore current issues in a religion in relation to an Australian, Asian or Pacific society.
2. Undertake an historical research study. Explore the impact of missionary culture and cargo cult in the Australian, Asian and Pacific region.
3. Undertake a study of the re-emergence of one or more indigenous religions and cultures in the Australian, Asian and Pacific region.
4. Undertake a case study: The practice and influence of a predominantly Asian religion on a community in contemporary Australian society and/or within Tasmania.

Criterion 9

Demonstrate an understanding of and evaluate the influence of the religious ideas studied in some societies in the Australian, Asian and Pacific region.

MODIFICATIONS SUGGESTED FOR THE TOURISM IN AUSTRALIA,

ASIA AND THE PACIFIC SYLLABUS

Preamble

Modifications are suggested to clarify, not alter, content and to make provision for application of knowledge, concepts and skills.

The Syllabus

This syllabus offer students the opportunity to study the costs and benefits and issues involving tourism in the Australian, Asian and Pacific region. The syllabus is divided into two parts, part A and part B. Students should study at least two topics in Part A and undertake one applied topic in Part B.

Part A

Topic 1 Travel Trends and Patterns within the AAP Region

Students should consider some of the following aspects:

- . origins of tourism
- . history of tourism
- . comparison of travel trends of the present and a decade ago
- . modes of transport
- . factors leading to the growth of in-bound and out-bound travel
- . contribution of marketing to the growth of the tourism product (eg. Visit ASEAN Year 1992)
- . seasonal aspects of tourism (eg. Christmas, Chinese New Year holiday periods)

Topic 2 Factors determining the Movement in the AAP Region

Students should consider the motivations for people to become tourists through a study of some of the following aspects:

- . domestic travel
- . overseas travel
- . business and convention travel
- . recreational tourism

- . escapism
- . tourist resorts
- . theme parks
- . rural and farm tourism
- . adventure travel
- . culture seeking
- . heritage tourism
- . retreats
- . special event tourism
- . incentive travel
- . alternative tourism
- . modes of transport

Topic 3 Economic Significance of Tourism in the AAP region

Students should consider some of the following aspects:

- . contribution of tourism (domestic and international) to the G.N.P.
- . Nature of tourism expenditure and investment in tourism for the development of infrastructure
- . multiplier effect of tourism
- . tourism as an industry
- . marketing tourism (eg Visit ASEAN year 1992)
- . seasonal tourism (eg Christmas, Chinese New Year holidays)
- . positive economic effects of tourism on a specific local community
- . negative economic effects of tourism on a specific local community

Topic 4 Impact of Tourism in the AAP Region

Students should consider some of the following aspects:

- . positive social and cultural impacts of tourism on one or more specific local communities
- . negative social and cultural impacts of tourism on one or more specific local communities
- . positive environmental impacts on one or more specific local communities
- . negative environmental impacts on one or more specific local communities

Topic 5 Issues of Tourism

Students should consider some of the following aspects:

- . tourism in developing countries including such issues as justice, peace, unity, cultural sensitivity, exploitation, prostitution
- . codes of ethics and conduct
- . eco-tourism

Part B

From one of the following topics students should undertake a Case Study or a Hypothetical Project:

Topic 1 Case Study

Students should select one of:

- . A tourist enterprise in the AAP region (eg hotel, resort, theme park/Bruny Island, East Coast of Tasmania, Gold Coast, Uluru, Bali, Fiji etc).
- . The culture of a specific local community (eg consider the traditional culture and its relevance to tourism - Aborigines at Kakadu, Maoris in New Zealand, Balinese culture etc)
- . Impact of tourism on the culture and/or environment of a specific community (eg Penang, Manila, Bali, the Maldives)
- . Tourists in the AAP region (eg consider the stereotypes, the changing patterns and the service standards within the tourism industry in a selected country or countries)

Topic 2 Hypothetical Project

In undertaking this hypothetical project students will need to consider such aspects as cultural sensitivity, manner of first contact with tourist groups, codes of ethics and conduct, economic viability, practicality, marketability etc. Students should select one of the following hypothetical project activities:

- . Develop plans for a tourist enterprise in the Asia/Pacific region targeting tourists from Australia
- . Develop plans for a tourist enterprise in Australia/Tasmania targeting tourists from Asia
- . Develop plans for a tour in the Asia/Pacific region for an individual or for a group

Criterion 13

Demonstrate an understanding of the nature and effects of the tourist movement on some of the societies and environments in the region.

STATUS OF AAP

It is recommended that the Tertiary Admissions Committee of the University of Tasmania accredit pre-tertiary status to the entire AAP syllabus as early as possible in 1993.

POSTSCRIPT 1993

Due to the success of the subject AAP at Fahan in 1992, twenty-three students enrolled in the course in February, 1993. At Fahan, at the 11/12 level, this represents a large class. This increase was also reflected in classes throughout the state. In 1992 325 students had taken AAP. This rose to 647 in 1993.

Most of the students in the class at Fahan were hopeful that the entire AAP syllabus would be accredited with pre-tertiary status well before the end of the year and for several of them this accreditation was essential. However, right from the first lesson of the subject they were told that the only unit that was definitely a pre-tertiary one was the Ideas and Religions unit and the other two may or may not be accredited within the school year in time for the external examination. One student opted to leave the course immediately but the others decided to take the gamble and to stay on even with the uncertain Aboriginal Studies unit being taught first. At the end of the Aboriginal Studies unit four more students left the course. Two of these did so because of accreditation uncertainty. One of the girls explained, *"AAP is my favourite subject, but I have to drop it because it's a lot of work and I should be putting all of my effort into my pre-tertiary C subjects in order to get to Uni."* The other two girls who left the course were exchange students from Finland and Denmark who had taken AAP because of the Aboriginal Studies component. They also had to return home in the middle of the year. All four girls were accredited with Aboriginal Studies as an A unit.

During the course of the Aboriginal Studies unit the class again had the opportunity to undertake fieldwork on Flinders, Big Dog and Cape Barren Islands accompanied by Aboriginal Elder Molly Mallett.

the facts that the Tourism and Work units did not represent subject disciplines and were not followed as subjects at the University of Tasmania. Sections of AAP at Fahan were also distributed and discussed to illustrate Tourism in AAP "in action" - that it could be used as the *application* strand of the other two units. Members of the Tertiary Admissions Committee saw the value in this and at the conclusion of the meeting stated that they would recommend that the Tourism and Work units be accredited as pre-tertiary units as long as they are preceded by *discipline* units. For example, a student would not be able to study both Tourism and Work Studies. In November Dr Asim Roy informed Fahan informally that the whole of AAP had now been accredited pre-tertiary status. This is, as yet, unofficial.

In November three students of the Fahan AAP class did not reach a high enough standard to be able to enter the external examination, so they were examined internally and assessed against the syllabus SS 734. (Appendix 43) The remaining students entered the external examination, SS 745, and are now awaiting results. (Appendix 44)

During 1993 two submissions, involving the continuing development of AAP, were put to the Asia Education Foundation and were both successful. One concerns the implementation of the post-graduate course at the Centre of Education, University of Tasmania, entitled Australia in Asia, designed to support teachers in the Magnet Schools (Asian Studies Project) and the teachers of AAP. (Appendix 45) The other concerns, amongst other Asian Studies initiatives at Fahan School, the development of further ideas and resources for the AAP unit Tourism in Australia, Asia and the Pacific. (Appendix 46)

Whilst the entire AAP syllabus has now gained the important pre-

Aboriginal Studies continued to be a focus throughout the year due to the dynamism of the Mabo case. In 1993 the only other school to offer the Aboriginal Studies unit was another independent school, the Friends School under the guidance of Mr Ric Tipping.

During February and March letters from Fahan were sent to members of the Tertiary Admissions Committee of the University of Tasmania urging a swift, favourable decision about the status of the full AAP syllabus. (Appendix 36)

Between March and May there was constant verbal and informal written discussion between various faculty members of the University, the schools including Friends and Fahan, Syllabus Writing Groups, the Schools Board and Curriculum Services of DEA on this topic, but a decision was still slow in coming. During meetings copies of extracts from this document, particularly the section Conclusions and Recommendations (P.129 - 145) were discussed. At a meeting with the Aboriginal Studies Writing Group the suggested modifications were accepted unanimously. The suggested modifications for the Ideas and Religions Unit were submitted in writing to the Moderator of AAP and they also were adopted and appeared in the next draft syllabus in May, 1993. (Appendix 37) -- -----

In June it was announced that the Tertiary Admissions Committee had granted pre-tertiary status for Aboriginal Studies. This was met with a sigh of relief at Fahan since the unit had already been taught. However, Tourism in Australia, Asia and the Pacific along with Work in Australia, Asia and the Pacific had again been rejected. Because of this rejection, it was decided not to teach the Tourism unit in 1993. This was, of course, disappointing both for teacher and students. The unit History of Australia in Asia and the Pacific was taught instead. This meant that the Fahan students would now be able to enter the

external examination in order to be eligible for pre-tertiary status.

Moderation meetings were held several times during the year and evidences for attainment for Aboriginal Studies were devised by Ric Tipping from Friends and Jane Naqvi from Fahan. (Appendix 38)

Teachers at Moderation meetings in June and July expressed concern about the format of the 1992 external examination. They felt that the 1992 format had made the examination unreasonably difficult. Suggestions were made to change the format. These were put to the Schools Board by Alison Grant, the Moderator of AAP. Later in the year, the schools were informed by the Schools Board that the format would not be changed for 1993 but that changes would occur in 1994. (Appendix 39) In July a sample external examination was sent to the schools. (Appendix 40)

Fahan's Aboriginal Studies unit was examined at the end of Term One, immediately following the end of the unit instead of mid-year. (Appendix 41) The Ideas and Religions unit was examined at the end of Term Two. (Appendix 42)

At a meeting at the Schools Board chaired by Senior Board Officer Ms Kathy Kuryl and attended by several members of the University Tertiary Admissions Committee, including the newly appointed Director of the Asia Centre, Dr Asim Roy, Senior Lecturer in History, University of Tasmania. (Dr Colin Brown's term had expired and he returned to Queensland early in 1993) the Moderator and Chief examiner of AAP, Ms Alison Grant, Curriculum Officer for Tourism and Work Studies Mr Greg Calvert, and the teacher of AAP from Fahan School Ms Jane Naqvi, the unsatisfactory situation concerning the lack of pre-tertiary status for the full AAP syllabus was discussed. Most discussion was directed towards the unaccredited units - Tourism and Work in Australia, Asia and the Pacific. Concerns were voiced about

the facts that the Tourism and Work units did not represent subject disciplines and were not followed as subjects at the University of Tasmania. Sections of AAP at Fahan were also distributed and discussed to illustrate Tourism in AAP "in action" - that it could be used as the *application* strand of the other two units. Members of the Tertiary Admissions Committee saw the value in this and at the conclusion of the meeting stated that they would recommend that the Tourism and Work units be accredited as pre-tertiary units as long as they are preceded by *discipline* units. For example, a student would not be able to study both Tourism and Work Studies. In November Dr Asim Roy informed Fahan informally that the whole of AAP had now been accredited pre-tertiary status. This is, as yet, unofficial.

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Whilst the entire AAP syllabus has now gained the important pre-tertiary C status, a further problem relating to the successful

implementation of the subject has emerged. Although the numbers of AAP students doubled in 1993 from those in 1992 it appears that numbers will fall in 1994. This is not due to lack of enthusiasm and interest in the subject or due to the fact that it is not an *easy option* but is connected to the demanding nature of the TCE in general. For example, many of the courses designated for Year 12 cannot be attempted unless a lead-up B course has been undertaken in Year 11. This is especially true of the Year 12 syllabuses of English, Mathematics and the Sciences. The result of this is that many student choices are *blocked* by pre-requisites and options are narrowed not broadened, which was the original intention of the TCE.

This has had a devastating effect on AAP at Fahan. In 1994 very few Year 12 students have opted to take AAP because many had already taken it as Year 11 students, and several other potential students will not take it in Year 12 as it is only accredited in Year 12 as a pre-tertiary subject *after* four others have already been secured - therefore, it may be risky. Many of the Year 11 students who would have liked to have taken it feel they cannot afford to because they must gain other pre-requisite lead-in courses to Year 12 subjects. In a small, independent school during a time of budget constraints this has resulted in a potential class too small to be economically viable. The same fate has befallen AAP at Friends School which is a much bigger school and College AAP teachers are also fearful. The solution to this disheartening new problem may lie in AAP becoming a Year 12 subject rather than an 11/12 subject, but given the short but reasonably turbulent development of AAP as outlined in this document that could present many a quandary. Another solution would be to share resources (teachers) between schools. It is, however, next year's battle!

It is hoped that AAP at Fahan will be restored in 1995 and that it will continue to develop as a dynamic, contemporary and most important TCE subject.

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Viviani N., 1990, Asian Studies for Australian Schools The Critical Questions: Why. What. How? Paper presented at Asian Studies Conference, Launceston

Wiggins G., 1989, A True Test: Towards more Authentic and Equitable Assessment in Phi Delta Kappan, Vol 70, No. 9, P.705

APPENDIXES

Under separate cover, in Booklet Two, selected documents are appendaged:

1. Common and Agreed Goals for Schooling - Hobart Declaration
2. AAP SS 735 C Draft Proposal of Amendments for 1993
3. ANZAAS Conference paper. 1990. Teaching About the Southwest Pacific by Max Quanchi
4. A Tentative Structure for Australian regional Studies, August 1990
5. Model for Social Sciences 11/12. December 1990
6. AAP Proposed Course Development Model, October 1991
7. 11/12 SS 735 C AAP. October 1991
8. TCE External Assessment of Syllabuses Policy Guidelines
9. Cohesion Concerns between the Disciplines and Subjects of the Social Sciences in AAP
10. Development of Examinations for AAP
11. External Assessment Examination Paper, November 1992
- 12A Fahan School Internal Assessment examination paper, November 1992
- 12B Samples of Student Responses to Internal Examination Paper
- 12C Fahan Examination for 11/12 AB 902A Aboriginal Studies, June, 1992
13. Asia in Education Conference Proceedings, November 1991, Paper: Tasmanian Attitudes to Cultural Diversity by Jane Naqvi
14. Proposals for AAP at Fahan, July 1991
15. The Hartz Magnet Cluster Proposal, August 1992, by M. Fearnley-Sander and A. Grant

16. Aboriginal Poems to be read to class
17. Teacher's Notes to accompany video: Uluru An Anangu Story
18. Development of My Dancing Rock, December 1991 - November 1992
19. Test and Examination samples for Aboriginal Studies
- 20A 11/12 AB 902 A Aboriginal Studies
- 20B Aboriginal Studies Handout Sheets (in Booklet Three)
- 21 Samples of Student Assignments about Culture
- 22 Sample of Student research in Aboriginal Studies
- 23A Sample of Student Response to film series: Women of the Sun
- 23B Sample of Student Response to Protests at Risdon Cove
- 24 Sample of Student Assignment on Tasmanian History
- 25 Sample of Student Assignment about Tasmanian Aboriginality
- 26A Sample of Student Response to video: Babakieueria
- 26B Sample of Student Response to contemporary Aboriginal Issues
- 27 Development of Ideas and Religions: Draft AAP Document,
September 1991
- 28 11/12 AN 904 A Ideas and Religions in Asian and Pacific
Societies
- 29 Ideas and Religions Handout Sheets in Booklet Four
- 30 Samples of Student Assignments on Hinduism
- 31 Samples of Student Assignments on Islam
- 32A Tourism Studies Handout Sheets in Booklet Four
- 32B 11/12 GG 906 A Tourism Studies in AAP
- 33 Samples of Student Application Assignment in Tourism Studies
- 34 Assessment Record Sheets: Aboriginal Studies, Ideas and
Religions, Tourism Studies
- 35 Booklists for Aboriginal Studies, Ideas and Religions,
Tourism Studies

1993 APPENDIXES

- 36 March: Correspondence concerning TCE status
- 37 May: AAP Syllabus Statement
- 38 June: Evidence for Attainment. Aboriginal Studies
- 39 June: Examination Format
- 40 July: Sample External Examination
- 41 June: Aboriginal Studies Examination
- 42 August: Ideas and Religions Examination
- 43 November: SS 734 Internal Examination
- 44 November: SS 745 External Examination
- 45 University of Tasmania Submission to Asia Education
Foundation
- 46 Fahan School Submission to Asia Education Foundation

HANDOUT SHEETS FOR ABORIGINAL STUDIES

Handout Sheets to either to be given to all students or to individuals on request are appended unded separate cover in Booklet Three.

1. Syllabus statement: 11/12 AB 902 A Aboriginal Studies
2. Assessment Record Sheet
3. Assignment: What is Culture?
4. Assignment: Group activities and discussions
5. Timeline of Aboriginal Occupation in Australia
6. Poems for presentations
7. Research Assignment of Traditional Indigenous Australian Culture
8. Aboriginal Studies Booklist
9. Blank maps of Tasmania and mainland Australia
10. Assignment: Dilemma label at museum
- 11A. Articles on Mabo Case from Legal Eagle. 1992, Issue 2, and the Mercury. November, 1992
- 11B. Chart of Aboriginal Population 1838 - 1974
12. Assignment from film: Alinta the Flame
- 13A. Book and Television Review Sheets
14. Newspaper cuttings from 1979 about film: The Last Tasmanian
15. Aboriginal Studies through Newspapers (35 pages) mainly from the Mercury and The Australian. 1987 - December, 1992
- 16A. Newspaper cuttings from the Mercury concerning Risdon Cove (14 pages) from 1988 - November, 1992
- 16B. Assignment: Risdon Cove

- 17A. Overview and Chronology of Events in the History of Tasmania, 1803 - 1991
- 17B. Assignment: Case Study of Character in the History of Tasmania 1823 - 1876
- 18. Map of Wybalenna, 1838
- 19. Plan of Oyster Cove
- 20A. Assignment: Contemporary Case Study through Interview
- 20B. Concepts and Ideas for Contemporary Case Study Assignment
- 21. Assignment: Contemporary Issues
- 22. Explanation of Assimilation
- 23. Lo-Arna - segment from script
- 24. Notes for Research Topics
- 25. AAP Examination Revision Advice Sheet

HANDOUT SHEETS

FOR IDEAS AND RELIGIONS IN ASIAN AND PACIFIC SOCIETIES AND FOR TOURISM STUDIES

Handout Sheets to either to be given to all students or to individuals on request are appended under separate cover in Booklet Four.

IDEAS AND RELIGIONS IN ASIAN AND PACIFIC SOCIETIES

1. Syllabus
2. Assessment Sheet
3. Asia Wise: Travel to Asia Game
4. Blank map of Asia
5. AAP Booklist
6. Religious Words and Terms
7. Asia Wise: Focus on Asia Game
8. Some ideas: What is religion? Creation Stories
9. Notes on Hinduism
10. Assignment: Hinduism
11. Notes on Islam
12. Assignment: Islam
13. Assignment: Case Study Research

TOURISM STUDIES IN ASIA AND THE PACIFIC

- 1A. Assessment Record Sheet
- 1B. Notes on Tourism Studies including Syllabus Outline
2. Tourism Studies Booklist
3. Information Sheet: Save Penang Hill
4. Newspaper cuttings from the Mercury: Issues of Tourism
Development in Tasmania

ATTACHMENTS

1. Video: My Dancing Rock (25 minutes)
 2. Booklet to accompany Video: My Dancing Rock
 3. Video: ABC Blackout segment: My Dancing Rock (9 minutes)
 4. Video: Southern Cross Contact interview: My Dancing Rock (13 minutes)
- . A 15 minute interview with the teacher and three students about My Dancing Rock was also recorded with Judy Tierney ABC. in her weekday morning radio Programme on 7ZR in October, 1992.

Appendices

Common and Agreed National Goals for Schooling in Australia



ten national goals for Schooling will, for the first time, provide a framework for co-operation between Schools, States and Territories and the Commonwealth. The goals are intended to assist schools and systems to develop specific objectives and strategies, particularly in the areas of curriculum and assessment.

The Agreed National Goals for Schooling include the following aims:

1. To provide an excellent education for all young people, being one which develops their talents and capacities to full potential, and is relevant to the social, cultural and economic needs of the nation.
2. To enable all students to achieve high standards of learning and to develop self-confidence, optimism, high self-esteem, respect for others, and achievement of personal excellence.
3. To promote equality of educational opportunities, and to provide for groups with special learning requirements.
4. To respond to the current and emerging economic and social needs of the nation, and to provide those skills which will allow students maximum flexibility and adaptability in their future employment and other aspects of life.
5. To provide a foundation for further education and training, in terms of knowledge and skills, respect for learning and positive attitudes for long-life education.
6. To develop in students:
 - the skills of English literacy, including skills in listening, speaking, reading and writing;
 - skills of numeracy, and other mathematical skills;
 - skills of analysis and problem solving;
 - skills of information processing and computing;
7. To develop knowledge, skills, attitudes and values which will enable students to participate as active and informed citizens in our democratic Australian society within an international context.
8. To provide students with an understanding and respect for our cultural heritage including the particular cultural background of Aboriginal and ethnic groups.
9. To provide for the physical development and personal health and fitness of students, and for the creative use of leisure time.
10. To provide appropriate career education and knowledge of the world of work, including an understanding of the nature and place of work in our society.

Providing a sound basis for a collaborative effort to enhance Australian Schooling, the agreed national goals will be reviewed from time to time, in response to the changing needs of Australian society.

AUSTRALIA IN ASIA AND THE PACIFIC SS735 C**DRAFT PROPOSAL OF AMENDMENTS FOR 1993*****Subject Description***

This is the more demanding of two syllabuses designed for students in grade 11 and 12 studying Australia in Asia and the Pacific. This syllabus offers students an opportunity to study contemporary issues, perspectives and events that have significant effects on Australia and its relationships with Asian and Pacific nations. at a level, at which it is intended, will give them the necessary knowledge, skills and experiences to go onto tertiary study.

Social inquiry skills from several disciplines will be practised.

Previous Experience

It is expected that students would have studied *10 SS435 B Social Science* or equivalent.

Neighbouring Syllabuses

This is one of a set written for students in Grade 11 and 12 studying Australia in Asia and the Pacific. This set consists of:

11/12 SS734 C Australia in Asia and the Pacific
 11/12 SS735 C Australia in Asia and the Pacific

Learning Objectives

Through studying courses derived from this syllabus it is intended that students will:

- develop an understanding of Australia's relationships with Asian and Pacific nations and cultures;
- develop an orientation towards the Australia, Asia and the Pacific region;
- develop an understanding of the social, political, geographical, economic, historic and cultural characteristics of societies in the region;
- explore and challenge changing stereotypes of Australian and Asian and Pacific societies;
- identify factors which promote or restrict co-operation between Australia and other countries of the region;
- consider possible regional trends in the global context.
- develop an ability to clarify issues and present reasoned arguments.

Content

The objectives form the major themes which must be developed in all units.

Themes which may also be included are:

- the emergence of modern nation states,

- the growing interdependence of nations in the region,
- the nature and significance of trade, capital flows, foreign ownership and debt in the region,
- the significance and value attached to traditional cultural belief systems in social and political life,
- the role of religion and philosophy in everyday life,
- the movement of people and ideas,
- resource and land use management.

The increasing interdependence of countries in the Australia and Asia/Pacific region will be studied through emphasis on cultural, political, economic, historic and geographic characteristics. Similarities and differences in cultural assumptions about work, religion, customs, decision making processes and gender roles will also be foci.

The geo-political areas for study will be Australia, Asia and the South Pacific.

Teachers should select countries from different regions which are at different levels of development.

These are listed below:

More Developed Countries:

(for example)

Australia,
New Zealand,
Japan,
Singapore.

Newly Industrialising Countries

(for example)

Singapore
South Korea
Malaysia
Taiwan
Hong Kong

Less Developed Countries

(for example)

China
North Korea
Vietnam
Laos
Cambodia
Thailand
Burma
Indonesia
Brunei
P.N.G.
Philippines
India
Sri Lanka

Bangladesh
Pakistan
Nepal
Bhutan
Maldives

All Pacific Countries:
(For examples see list below)

French Polynesia
Cook Islands
American Samoa
Western Samoa
Tonga
Fiji
Tokelau
Wallis and Futuna
Kiribati
Nauru
Solomon Islands
Vanuatu
Papua/New Guinea
New Caledonia
Palau
Federated State of Micronesia
Marshall Islands
The Commonwealth of Northern Mariana Islands

(It is recognised that this list may change over time and is not all inclusive.)

Students will study three units from the list below.

- 1. Empires of Asia and the Pacific.**
- 2. Ideas and Religions in Australian , Asian and Pacific Societies.**
- 3. Societies in Australia, Asia and the Pacific.**
- 4. Economics of Australia, Asia and the Pacific.**
- 5. Geography of Australia, Asia and the Pacific.**
- 6. Tourism in Australia, Asia and the Pacific.**
- 7. History of Australia in Asia and the Pacific.**
- 8. Law in Australian, Asian and Pacific Societies.**
- 9. Work in Australian, Asian and Pacific Societies.**
- 10. Aboriginal Studies.**

1. Empires of Asia and the Pacific.

Students should study the achievements of the Ancient Civilisations and the impact of the West on the countries in the Region, development of cultural achievements and relationship to contemporary societies, emergence of resistance movements and development of modern states, the impact of colonialism in the region. Students should be encouraged to make comparisons of the impact on the local people, culture etc, between an ancient and modern empires in the region. The establishment of political unity, the economic and cultural achievements that followed this unity, and the causes of the dissolution of the empires investigated. should also be studied.

Students must study three Empires including one from each of the two sections and one other.

China;

reunification;

the Nara period;

Australia's relationship with the particular study)

Occupation of Hong Kong or the Malay

in Indo-China, or the Pacific.

ch in Indonesia.

and Pacific Societies .

study some of the ideas and belief systems
cific and their relationship to contemporary
ef systems, location, historical
contemporary lifestyle.

opics:

nd its influence upon contemporary

and its influence on a specific Asian

Japan.

contemporary society and or another Asian
oism in China;

relation to Australian and Asian and Pacific

ence of a predominantly Asian religion on
Australian society and/or within Tasmania.

acific

ociological perspectives and principles as
f the Asian and Pacific region.

study of **three** contemporary societies,
ge of a range of other societies within the
ould be coverage of Australia's links with
e two way impact of cultural contact.

sociological perspectives and principles

es, beliefs, and practices;

family (and kinship), education, work,
, religion, and other institutions in the

ionships in a society. The inter-
pe and inter-dependence of a society's
ient and technology in influencing its

oles especially in terms of status, gender
ccess to education and employment.;

stereotyping and ethnocentrism;

social change, (e.g. via traders,
, and aid programs). At a micro level,
fecting communication).

ide:

historical factors which have shaped
ed;

ose societies.

ific.

nd study of three countries, Australia
ntinuous use of examples from countries
he key points and themes of this unit, to
search.

stematic progression through topics in the

c indicators;

Different types of economic systems;
Different approaches to economic development (economic policies);
Economic interdependence of countries in the region;

Course Outline:

1. Introduction to the Region: e.g. map, statistics, issues, video. (5 hours)

2. Basic economic concepts: (15 hours)

The economic problem;
Scarcity;
Opportunity costs;
Standard of living;
Economic systems;
Less developed, newly industrialised and developed countries;
Economic policies;
Economic problems;

2. Trade: (15 hours)

Specialization and reasons for trade;
Absolute and comparative advantage, (brief coverage);
Nature of trade in the region;
Barriers to trade.

3. Case Studies: (15 hours)

Students should research at least two regional issues. Examples are:

Impact of Economic systems;
Trade barriers;
'Foreign' aid;
Labour Organisation;
Exploitation in LDC's
Patterns of trade
Barriers to Economic development;
Immigration
Contemporary Issues; (e.g. Hong Kong 1997, Australia's Relationship with Asia, political debate).

5. *Geography of Australia, Asia and the Pacific.*

This unit contains two major themes. It is suggested that students spend approximately 25 hours on each section.

1. Introduction to the Australian, Asian and Pacific Region.

- (a) Identify and map the major physical and political features (countries) of the region.
- (b) Identify and map the commonly accepted geographic regions of S.E Asia, E.Asia, S.Asia, Australasia and the Pacific.
- (c) Physical geography; a broad overview of relief, climate, natural vegetation, soils and resources.
- (d) Human Geography; population, (distribution and characteristics), ethnic structure and employment.

2. Geographic Issues in the Australian, Asian and Pacific Region.

Students should select at least three of the following topics. When studying each topic, different countries or regions must be selected at different levels of development for purposes of comparison and analysis. At least two of the topics selected must explore Australia's role in the Asian and Pacific region.

Topics:

Aid;
Migration;
Employment;
Environmental Issues, e.g. nuclear testing, deforestation, drift net fishing;
Natural disasters;
Health;
Tourism;
Feeding the population;
Agricultural systems;
Resource management;
Urbanization;

6. *Tourism in Australia Asia and the Pacific*

Students should study Section 1 and **two** other sections.

1. Travel trends and patterns within the Australian, Asian and Pacific Region.

- (a) comparison of travel trends of the present and a decade ago;
- (b) Examination of the factors leading to the growth of in bound and out bound travel across the region with more specific detail on one country;
- (c) Contribution of marketing to the growth of tourism and the development of tourism product (i.e. Visit Thailand Year 1988, Visit ASEAN year 1992, etc.);
- (d) Examination of seasonal aspects of tourism in the region (i.e. Impact of Christmas or Chinese New Year holiday periods on travel).

2. Economic significance of Tourism.

- (a) Contribution of tourism (domestic and international) to G.N.P. of Australia and two other countries across the region;
- (b) Nature of tourism expenditure and investment in tourism for the development of infrastructure;
- (c) Multiplier effect of tourism;
- (d) An examination of a selected tourism enterprise (e.g. hotel, resort, theme park).

3. Factors determining the movement of peoples.

- (a) Motivational reasons (i.e. escapism, culture seekers, recreationists, searchers);

- (b) Modes of transport (air, train, sea, automobile);
- (c) Special events, business convention or incentive travel.

4. Traditional cultural belief systems and their relevance to tourism.

- (a) cultural sensitivity (e.g. language of welcome , relating to in bound tour groups);
- (b) Stereotypes of travellers;
- (c) An examination of a code of ethics for tourists;
- (d) An examination of service standards prevailing within the tourism industry in a selected country or countries.

(5) Impact of tourism on local communities.

- (a) Understanding of the societie's original culture;
- (b) How tourism has changed a community (advantages/disadvantages);
- (c) Effect of Tourism industry (both people and infrastructure development on the environment;
- (d) Manner of first contact with tourist groups e.g. Japanese on inbound tour groups
- (e) Eco-tourism

7. *History of Australia in Asia and The Pacific.*

Students will be investigating how the past affects the present in the Australian, Asian and Pacific region and the events and issues which have changed Australia's relationship with countries in the region.

Introduction: (no more than 10 hours)

The region prior to European influence:

- major trade patterns
- Arab influence, the arrival of Islam, the Chinese dominance
- early contact with Australia from Asia.

European entry and colonialism:

- trade and exploration, the Spanish traders, the Dutch East Indies etc.
- perceptions and misconceptions.

Students must select **one** of the following themes for study: (40 hours)

1. Origins, Conflict and Change:

- (a) British Legacy, 1788-1850's;
- (b) 1850's - self government, racism, yellow peril, White Australia policy and Australia's attitude to its region;.
- (c) World War 2 - fortress Singapore, consequences, American/Australian relations, Kokoda track, Australian identity;

- (d) Post war era- Vietnam, Cold War policies, Korea; Confrontation and Vietnam..
- (e) Australia's new attitude to its role in Asia and the Pacific in the 1990's.

OR

2. People, Movement and Change:

- (a) Aboriginal and Torres Strait Islanders;
- (b) The British pattern of settlement - Convicts and Immigrants;
- (c) The Chinese - Impact and reaction in the 19th century, e.g. the Victorian Goldfields;
- (d) The movement of peoples within the Australian, Asian and Pacific region - e.g. Indians in Fiji, Chinese in Singapore, Kanakas in Queensland;
- (e) The White Australia Policy;
- (f) Migration to Australia after World War 2;
- (g) Refugees within the Australian, Asian and Pacific region especially during the period from 1970's till present day.;
- (h) Multi-culturalism.

8 *Law in Australian, Asian and Pacific Societies.*

Students should be encouraged to focus upon the general concepts of the legal systems rather than legal technicalities. They should begin with an introduction to Australian law in order to be able to make comparisons with the law in other Asian and Pacific Societies. Countries which may be studied include Japan, China, Taiwan, Korea , Hong Kong, India, Malaysia, Indonesia and Singapore, Papua and New Guinea.

1. Students should complete a study of the Australian common law system:

- (a) structure/government
 - (b) law making processes
 - (c) due process/ law, including criminal law; procedures and juries;
- (approx 15 hrs)

2. Students should be given some broad exposure to alternative legal systems used in the region such as:

- (a) socialist legal systems
- or
- (b) civil legal codes
- or
- (c) religious traditional legal systems.

This should lead to an appreciation of the existence and legitimacy of other legal systems in the region and enable comparisons to be made with Australian Law.

(approx 20 hours)

3. Students should inquire into topical legal issues occurring in the region in such areas as:

- (a) Family Law e.g. divorce, marriage, custody, women
- (b) Criminal Justice e.g. punishment death penalty, police powers, domestic violence
- (c) Civil Liberties e.g. personal freedom, discrimination
- (d) International Humanitarian Law e.g. Geneva Convention,
- (e) International Agreements e.g. law of the sea, refugees, political agreements, Antarctica, human rights and the Timor Gap agreement. (approx 15 hours)

9. Work in Australian, Asian and Pacific Societies.

Students should spend approximately 25 hours on each section of the course.

1. The Nature and Pattern of Work:

- (a) The nature of work in pre-industrial and industrial societies, (including the structure of everyday life).;
- (b) The meaning of work - paid and unpaid employment (including cultural beliefs about work);
- (c) The changing world of work, including technological development, the effects of changing trade patterns and the role of women at work;
- (d) labour market demand within the society , e.g. unemployment or the need for foreign labour on a short term basis.

2. Industrial Relations

- (a) Organisation of labour, e.g. trade unions;
- (b) Government policies, e.g. for Australia - industry and award restructuring, South Korea - labour Disputes Adjustment Law, Labour Union Law, Taiwan - Labour Standards Law, Singapore - the Employment Act; (ref: Bello. W. and Rosenfeld.S. Dragons in Distress, Penguin Books, London 1992)
- (c) Legal, Arbitration system and Industrial Relations structure;
- (d) Workplace culture, e.g. working hours, employee benefits, holidays and recreational leave;
- (e) Occupational health and safety.

10. Aboriginal Studies

The syllabus consists of an overview of Aboriginal and Torres Strait Islander history, cultures and contemporary issues (with particular reference to Tasmania) and an examination of the shared experiences of the indigenous peoples of the Pacific. Emphasis is to be given to the common experiences of the indigenous peoples of

Australia and the Pacific when confronted with European values and culture. The syllabus is divided into two parts.

Part I

An overview of Aboriginal and Torres Strait Islander history, societies and culture 40,000 BP to the present. The overview is arranged into three major topics and students should choose **one** of these for study: (approx 25 hours)

(a) Aboriginal and Torres Strait Islander societies 40,000 BP to 1788.

This element is a study of 'traditional' indigenous Australian cultures that developed 40,000 years+ before the European invasion of 1788. It is to be noted that traditional cultures did not disappear instantaneously on January 26th 1788 and that many people still live in traditional ways. A number of key ideas and questions are to be dealt with:

- How did indigenous societies adapt and develop to suit changes in the Australian environment?
- What is the nature of the economic and religious relationship between individuals, societies, cultures and the land in indigenous Australia?
- What was, and is, the nature of the relationship between environment, food supply and technology in indigenous Australian societies?
- An examination of the complex integration on social, religious, economic and technological systems that comprise indigenous Australian societies.
- An examination of the concept of an Australia 40,000 years old and without the ideas of occupied or useless land.

(b) Contact between indigenous Australian peoples and other cultures before and after 1788.

This is the key element that examines the nature and impact of contacts between the indigenous peoples of Australia and the people and values of other cultures before and after 1788.

- The successive waves of contact; Indonesian, Melanesian, Dutch, French and British.
- The economic justification of the British invasion of Australia.
- The nature of the post-1788 arrivals.
- The impact of European invasion on indigenous Australian societies, cultures and economic life.
- The changing images of Aboriginal people in the eyes of Europeans.
- The causes of and attempts to resolve conflicts between indigenous Australians and European values and expectations.

(c). Indigenous Australian people in contemporary Australia.

This element is a study of the issues confronting Aboriginal and Torres Strait Islanders and European Australians since 1967. Attention must be given to the diversity of "Aboriginal" cultures and societies within modern Australia and the concepts that

different groups of indigenous people will have different priorities. Questions and issues to be dealt with include:

- The question of identity; who is an Aborigine? An examination of the differing views of the Commonwealth, States and aboriginal peoples and the situation in Tasmania.
- The Land Rights issue, with particular reference to Tasmania.
- The concept of affirmative action policies in education and employment.
- The concepts of integration, assimilation and reconciliation as applied to indigenous peoples in Australia.
- The emergence of urban Aboriginal and Torres Strait Islander cultures, including literature, drama, visual arts and music.
- Economic issues that effect indigenous Australian people.
- The different concepts of law between European and Aboriginal Australians.
- Indigenous Australians and environmental issues.

Part 2

A major case study comparing the experiences of an Aboriginal and Torres Strait Islander society and a Pacific society when colonised by a European culture. The preferred comparison is that of Aboriginal Tasmanians and the Maori people of New Zealand when colonised by the British. Areas covered by the case study are to include:

- a) Tasmanian and Maori societies pre 19th century.
- b) Sealers, whalers, convicts, Tasmanians and Maoris.
- c) The Maori wars and the Black War.
- d) Treaties, agreements, understandings and European 'solutions'.
- e) The destruction of traditional cultures and languages.
- f) Some notable personalities.
- g) Contemporary legal and economic issues.
- h) The re-emergence of indigenous cultures.

(approx 25 hours)

Assessment

Students' achievements on this syllabus are to be assessed against pre-determined criteria. For each criterion a wide range of achievement is possible and students' individual achievements will be rated using a four point scale.

The four ratings are 'A', 'B', 'C', or 'D' where each rating represents a range of achievement with respect to that criterion.

- A rating of 'D' is used when a student has offered work for assessment but there has been little evidence of achievement.

- A rating of 'C' represents the range of achievement which is considered to be at an acceptable standard for this syllabus.
- A rating of 'B' represent the range of achievement which exceeds the standard considered to be acceptable for this syllabus.
- A rating of 'A' is the highest rating that a student can attain on a particular criterion.
- Where no work has been offered for assessment no rating will be given against that criterion.

Standards for each criterion are established and reviewed through a process of consultation between all teachers of the syllabus. Advice on these standards is available through the Schools Board of Tasmania.

Internal assessments of all criteria will be made by the school. Schools will report the student's rating for each criterion to the Schools Board of Tasmania.

The Schools Board of Tasmania will supervise the external assessment of designated criteria (*). The ratings obtained from the external assessments will be used in addition to those provided from the school to determine the final award.

Criteria

The assessment for *11/12 SS735 C Australia in Asia and the Pacific* will be based upon the degree to which the student can:

- *1. recall and understand relevant course terminology and concepts;
- *2. demonstrate an understanding of significant characteristics of Australian, Asian and Pacific contemporary societies;
(*eg political, economic, historic, cultural and geographic characteristics*)
- 3. initiate research, clarify issues, gather and organising data.
- *4. process and present information, in a variety of ways, by interpreting and analysing data and evaluating evidence;
- *5. apply evidence to support reasoned positions on an issue;
- 6. organise and carry out tasks as a member of a group;
- *7. communicate logically and coherently, including in written and oral forms.

(Plus Three of the following key criteria depending upon which units are studied)

- 8. demonstrate an understanding of the nature of Imperialism by comparing and analysing two experiences; (key) (Unit 1)
- 9. demonstrate an understanding of and evaluate the influence of the religious ideas studied on Australian, Asian and Pacific societies; (key) (Unit 2)
- 10. demonstrate a capacity to apply sociological concepts and processes in the analysis and comparison of societies in the region of Australia, Asia and the Pacific; (key) (Unit 3)

11. demonstrate an understanding of the nature of the economic problem by comparing and analysing economic systems and economic policies within the Australian, Asian and Pacific region; (key) (Unit 4)
12. demonstrate an understanding of, and be able to compare and contrast, geographic characteristics of the Australian, Asian and Pacific region; (key) (Unit 5)
13. know and understand the nature and effects of the tourist movement on the people of the region and their environment; (key) (Unit 6)
14. understand and analyse how events have affected Australia's changing role within Asia and the Pacific; (key) (Unit 7)
15. demonstrate an understanding of the operation of legal systems and be able to analyse the impact of these in the Australian, Asian and Pacific region; (key) (Unit 8)
16. demonstrates knowledge of the factors (historical, social, geographic, political and economic) which influence work patterns and trends in Australia, Asia and the Pacific; (key) (Unit 9)
17. demonstrate an understanding of the history and analyse the impact of European colonisation on indigenous Australian society and an indigenous Pacific society. (key) (Unit 10)

Award Requirements

The final award will be determined by the Schools Board using 15 ratings (10 from the internal assessment and 5 from the external assessment)

The minimum requirements for an award in this syllabus are as follows:

Satisfactory Achievement (SA)

12 'C' ratings, including the key criteria, and 2 'D' rating.

High Achievement (HA)

11 'B' ratings, with 3 'C' ratings, including the key criteria, and 1 'D' rating.

Outstanding Achievement (OA)

10 'A' ratings, with 4 'B' ratings, including the key criteria, and 1 'C' rating.

When a student has satisfactorily attended class and has made a conscientious attempt at the tasks related to this syllabus and set by the teacher but where the requirements for an SA award have not been met then this syllabus will be listed separately on the Tasmanian Certificate of Education, provided that no award for a neighbouring syllabus has been listed for the same year. A recommendation by a school for such inclusion should be based on a global judgement of the student's performance and should not be related to ratings on individual criteria.

External Assessment

A three hour written examination will assess criteria 1, 2, 4, 5 and 7.

References and Resources (to be added to at a later date)

(This is a general list of references and resources, each unit will also have its own listings.)

Understanding Asia, D Minkoff Science Press 1992

The Pacific in the Twentieth Century History Series, Cambridge University Press

Pacific People and Change, N Quanchi

Teaching about the Southwest Pacific; what is essential ?"

Max Quanchi
Humanities Dept, BCAE, Carseldine Old

The word "coup" is now inextricably associated with the word "Fiji" and events in Bougainville, New Caledonia and Papua New Guinea continue to reinforce the use of phrases such as "troubled paradise" and "regional unrest." These superficial media and "outsider" explanations of the adjustments and realignments now underway in the Pacific may have the impact of corrupting the discourse and reflection which should characterise school curricula focussing on the people of the Pacific Islands.

What should the curriculum contain ? Topic lists about the Pacific are easy to devise and most inventories of events, concepts, people and phenomenon offer ample opportunity to tackle contemporary, meaningful and accessible material. But the lists constructed by Australians and New Zealanders often include only the media-driven perceptions which highlight coups, cyclones, tribal warring and gold strikes. Apart from being biased towards disasters and problems, these topic lists often reflect outsider *papa'agi* (European) predilections, rather than matters of concern to the Pacific Island people being studied. Should the Pacific which students study at school in rim nations such as Australia be the eurocentric, constructed Pacific in which Islanders puppet-like move only to the strings of colonial and post colonial demands and pressures ? Should studies be island-centered and encompass the Pacific as it is for the Islanders ?

A fatal flaw in courses and units on the islands and peoples of the Pacific ocean is that of identifying the Pacific as a region. The tripartite division of Micronesia, Melanesia and Polynesia is still used but the exceptions are cited more often than the uniformity upon which these geographic and cultural identities were based. There has been also a political convenience in placing Tahiti, Tuvalu, Tonga, Trobriands, Tokelau and dozens of other nations and dependencies into one basket, and identifying them collectively as the "South Pacific." The South Pacific Commission, the South Pacific Forum and the University of the South Pacific still retain this regional nomenclature, but the term "Pacific" is an abstraction, considered by many people in the Pacific as a eurocentric phrasing. The sort of statements made ten years ago in the Harries report on Australia and the Third World probably raised the ire of Pacific Islanders then, and would certainly do so today. The statements in the report reflected the arrogant big-brother view of what "outsiders" thought the Pacific should be like. The Harries report suggested that: "One motivation for Australia's active support for the South Pacific Forum and other forms of sub-regional collaboration is to encourage a sense of collective identity among these small countries." (1) An anti-regional antipathy in the last decade has rejected the regional push which began in the 1960's and 1970's (2), and rejects the western and super-power tendency to perceive of the Pacific as a single homogenous polity, or most recently of relegating the islands to the fringe to a "Pacific Basin" century dominated by Asia.

In Australian primary and secondary schools the study of Pacific -related topics is barely visible in courses and classroom units. Although Pacific History, to take the example of one discipline, is represented by a complex infrastructure of research and teaching institutions and by an extensive range of book and journal publication, (3) little is being done to prepare teachers for classrooms in which students can learn about the history of the people of the Pacific Islands. At the primary level teachers have been "doing" Fiji, New Guinea (sic), lagoons and grass huts in an isolated and exotic manner for many years. Geographers and social educators at the secondary level have more recently tackled

socio-cultural cost studies or development issues such as education, health, aid. Peace and nuclear free Pacific issues are now part of many mid-level courses. In teacher education there is an even bigger gap, not unlike the gaps which recent Australian Studies, Asian Studies and Multicultural studies campaigns have tried to plug. Diploma and degree courses have been sorely lacking any sort of Pacific perspective, except where committed individuals have introduced isolated single subjects or a sub-major sequences within discrete discipline areas. At the tertiary level a range of units, although minor contenders, are secure in the established offerings of faculties and departments. A increasing number of Pacific related units, across a variety of faculties and inter-disciplinary centres, are now attracting student interest. (4)

During the last decade the individual nations of the Pacific and the region have become an increasingly important and newsworthy item. There are few trainee teachers, teachers and students who have not read or seen media reports on Kanak independence, military coups in Fiji regional unrest on Bougainville or Greenpeace campaigns against testing on Mururoa. Regular stories on cyclones, gold rushes, volcano scares and tourist resorts appear in magazines as diverse as The Woman's Weekly, Australia Geographic, Cosmopolitan, Sunday World, Dolly, Vogue and Australian Stamp Buying Guide. What do readers make of this amalgam of myth, insight and fact ? For schools the arrival of the Pacific as a newsworthy item does not ensure that students and teachers are well prepared are to handle the Pacific related issues which will arise fortuitously or by design in their classroom learning experiences.

Perhaps it is time for the Pacific to be part of a program of national significance with all the publicity, funding and networking that such a title carries with it. Perhaps it is time for the Australian Research Committee Grants to include a category on the Pacific, as it just has done for "Asia." As Australia has had a government funded "Asian Studies Council" for many years perhaps this could also provide a model for the creation of a Pacific Studies Council. But Asian studies arguments are a guide, should studies of the Pacific be defined and delimited by those concerns which bear only on a pragmatically viewed Australia-Pacific relationship. Should the justification for the studies be strategic, political and economic concerns which concentrate on links between Australia and its neighbours ? The answer is probably "yes," but hopefully this will not be the only dimension of the contemporary Pacific which students will study.

Empirical and theoretical research in the disciplines which provide the infrastructure and support for curriculum design and teaching on the Pacific Islands has undergone considerable change in the last two decades. (5) For example, Pacific History established itself as recognised field of study, initially leaning towards research, teaching and publication base around narrative forms, then shifted away from studies of contact and acculturation. Emphasis on island-orientated studies was followed by a trend towards narrow specialization and more recently by inter-disciplinary studies and a greater emphasis on the use of oral sources, non-print evidence, film and literature. A similar pattern might be found among other disciplines with interests in the Pacific. These shifts are best illustrated by the research and teaching characteristic of the various Centres now housed in universities, colleges and non-institutional settings.

For teachers keen to introduce Pacific related material, the problem is deciding what topics to teach and how to incorporate them in an existing or new semester length course structure. The following examples, from a New Zealand, Victorian and a Pacific Island setting, suggest that once free from centralised prescription, there is an ideological underpinning in the topic choice made by teachers. The first two topic lists, gathered at history teacher workshops Melbourne in 1987 and 1988 indicate a preference for contemporary events and those "trend issues more relevant to their own culture than to the Pacific cultures they wished the students to study. The question put to the teachers was: What should be included in a course on the Pacific ?

Tourism
Independence
World War II and Japan
Australia and the Pacific

Imperialism
Superpower involvement
Nuclear issues
Social conditions

APPENDIX 3
(2 PAGES)

Geography of the rim
Pollution
Exploration-voyages
Religion
Art
Food
Concept of the noble savage
Change and continuity
Traders
Who should be there ?
Contemporary events

Habitat and resources
Environment
Economy
Type of government
Land rights
Oral traditions
First contacts
Missions
Origins of the people
Contact with the west
Micro/Poly Melanesia divisions

There are omissions which some might wish to debate, but a study design or course of work constructed around these concepts, events and themes would probably encompass much of the content deemed important by topic orientated and discipline based teachers. The second list, gathered seven months later from a similar cohort of history teachers, was in response to the same question; What should be included in a course on the Pacific ?

Geography of the region
Colonization - Aust in PNG
Comparison with USA in Philippines
Independence movements
Influence of aid
Mining in PNG
Influence of superpowers
Traditional v western values
Fiji coup
Religion and colonization links
Island economies
Economic development
Indonesia-PNG-Aust relationship
Daily life of a family
Tourism

Culture case studies
USA Bases
Population changes
Kanak and Tahiti riots
Technological development
Traditional values and lifestyles
Religion
Palau Compact
French testing
Nuclear waste
Kanak case study
Role of women
Boundaries and territories
Current events

(* these lists are in the approximate order in which they were offered during open discussion with workshop participants) (6)

The second list demonstrates an approach in line with the culturally sensitive, participatory and global-consciousness sentiments embodied in recent State education authority social education statements and probably reflects the thinking of teachers already in the same stable as "studies" such as Peace Education, Human Rights Education and Global Education. The lists indicate that teachers are cognizant of a wide range of contemporary and significant developments occurring in the Pacific. (7) However, few had actually taught topics on the Pacific or used the Pacific as a content vehicle to develop the skills, concepts and attitudes which define the purpose of today's social science and social studies curricula.

In New Zealand an attempt is being made to stimulate teaching about the Pacific Islands, and particularly about the heritage and culture of Pacific Islanders resident in New Zealand. They have, for example, produced a unit on Western Samoan history, written by Samoan teachers in New Zealand for Samoan and other senior students in New Zealand schools. (8) A course outline for a Pacific unit developed by New Zealand historians, indicates that for history at least, there is an established format which defines the boundaries of a study of the Islands. Some historians would of course dispute the premise upon which this list is constructed.

Criticism by Islanders and others of the eurocentric nature of the products of "outsider" research and publication has its own history. Today these accusations are unfair, but a culturally driven rationale for these criticisms is understandable considering that the writing is still predominantly in the idiom and conceptual framework of the non-Pacific islander researcher and observer. Albert Wendt, the well known Western Samoan author and Professor of Education at the University of the South Pacific, was once quoted in New Zealand papers

under the banner headline, "European history of Pacific attacked." He described Pacific history as an "embodiment of papalagi (European) memories, perceptions and interpretations of the Pacific..... most of us Pacific Islanders end up knowing little about our homes, and the little we read is the history in which we are the backdrop to the performances of papalagi protagonists." (9) In other disciplines there have been similar criticisms, particularly over the contribution of anthropologists to the greater understanding by Papua New Guineans of their own identity and culture. The criticisms centered on two closely inter-connected aspects, "namely, anthropology as an invasion of privacy and anthropology as a form of cultural imperialism. (10) The result in Papua New Guinea was a series of research and fieldwork guidelines and guarantees applicable to all those undertaking fieldwork research and publishing on Papua New Guinea. Criticism of "papalagi academic imperialism" also appear in books such as Epeli Hau'aola *Tales of the Tikongs* and other fictional works, poetry and short stories. (11) An awareness of these criticisms should be one of the design parameters for curricula in Australian and New Zealand schools, if only to counter the tendency towards insular and eurocentric approaches in much of the material students now study.

An outline suggested by New Zealand historians for a general regional history of the Pacific includes;

1. The oceanic environment
2. -Origins, migrations and settlement
3. Pre-european societies and cultures
4. The arrival of the european
5. The colonial experience
6. Moves towards independence since 1945
7. Post-colonial period (12)

In contrast to this approach, a group of history teachers and educators from the Pacific Islands, when set this task in Tonga at a regional UNESCO funded history workshop, opted instead for a thematic approach to the teaching of a regional Pacific history. Their list included;

- Economic development and exploitation
- Migration and settlement
- Political systems
- Social systems
- Religious systems
- Colonialism and imperialism
- Communications
- Self determination and anti-colonialism
- Independence and inter-dependence
- Neo-colonialism
- Regionalism and regional organizations
- Aid and trade
- Environment issues
- Ethnicity
- The role of women
- Conflict and cooperation (13)

The participants at the Tonga "Teaching Pacific History" workshop in 1989 suggested that each theme could be studied through documents, oral and local fieldwork, comparatively, chronologically or as an issue in an interdisciplinary framework.

In all these lists the bald phrasing and selection of terminology reflects the respective cultural milieu of the Australian, New Zealand and Pacific Islander contributors and the predilections they brought to the workshops. The breadth of the topics in the lists suggest that there is a range of theoretical and ideological stances upon which to tackle the design and teaching of Pacific related courses.

An insight into what should be taught might be found if the two course outlines below are placed side by side. The first is from a course (centrally prescribed) for Year 9 students in Papua New Guinea and the second from a school-based course for Year 10 students at a Victorian country high school. (14) Both were being taught in 1990

"MINUTES" OF THE MEETING TO DISCUSS AAP - 8th AUGUST

1.
 - i) Name suggestion: Australian Regional Studies.
 - ii) A clear marketing strategy needs to be in place early term 3 (e.g. leaflet).
2. Two syllabi, each with a neighbouring companion.
 - i) 11/12 B course - SS 731
- SS 732
 - ii) 11/12 C course - SS 734
- SS 755
3. The College will offer two strands of Australian Regional Studies, each starting with a regional study as a core (50 hours).
 - i) Cultural Strand with choices from:
 - a Regional Perspective (core)
 - Comparative Work Cultures
 - Regional Tourism
 - A Historical Perspective
 - Legal Systems
 - ii) Business Strand with choices from:
 - a Regional Perspective (core)
 - The Australian Economic Environment
 - Regional Tourism
4. A tentative structure for Australian Regional Studies

50 hours	50 hours	50 hours
<u>A Business Regional Perspective</u> (core)	Regional Tourism Australian Economic Environment	Australian Economic Environment Regional Tourism
<u>A Cultural Regional Perspective</u> (core)	<u>A choice of one of:</u> Comparative Work Cultures Regional Tourism A Historical Perspective Legal Systems	<u>A choice of one of:</u> Comparative Work Cultures Regional Tourism A Historical Perspective Legal Systems
'B' Course in Australian Regional Studies		Another 'A' Unit elsewhere
'C' Course in Australian Regional Studies		

5. Timetabling Requests:

- i) It may be more efficient to have all Australian Regional Studies classes on one or two lines (depending upon the numbers).

Model for Social Sciences in 11/12

11/12 C Syllabus

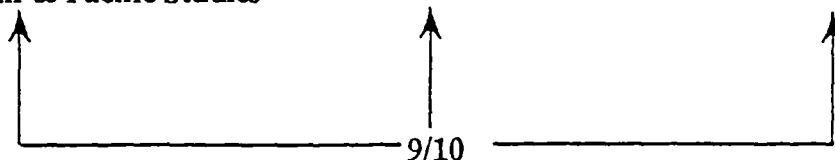
The 'C' Syllabus, Australian and Pacific Studies, can be made up of one 'A' Syllabus chosen from three subject areas.

11/12 A Syllabuses

12C Syllabuses

Political Studies
Aboriginal Studies
History
Legal Studies
World Studies
Economics
Behavioural Studies
Geography
Ancient Civilisations
Work Studies
Tourism Studies

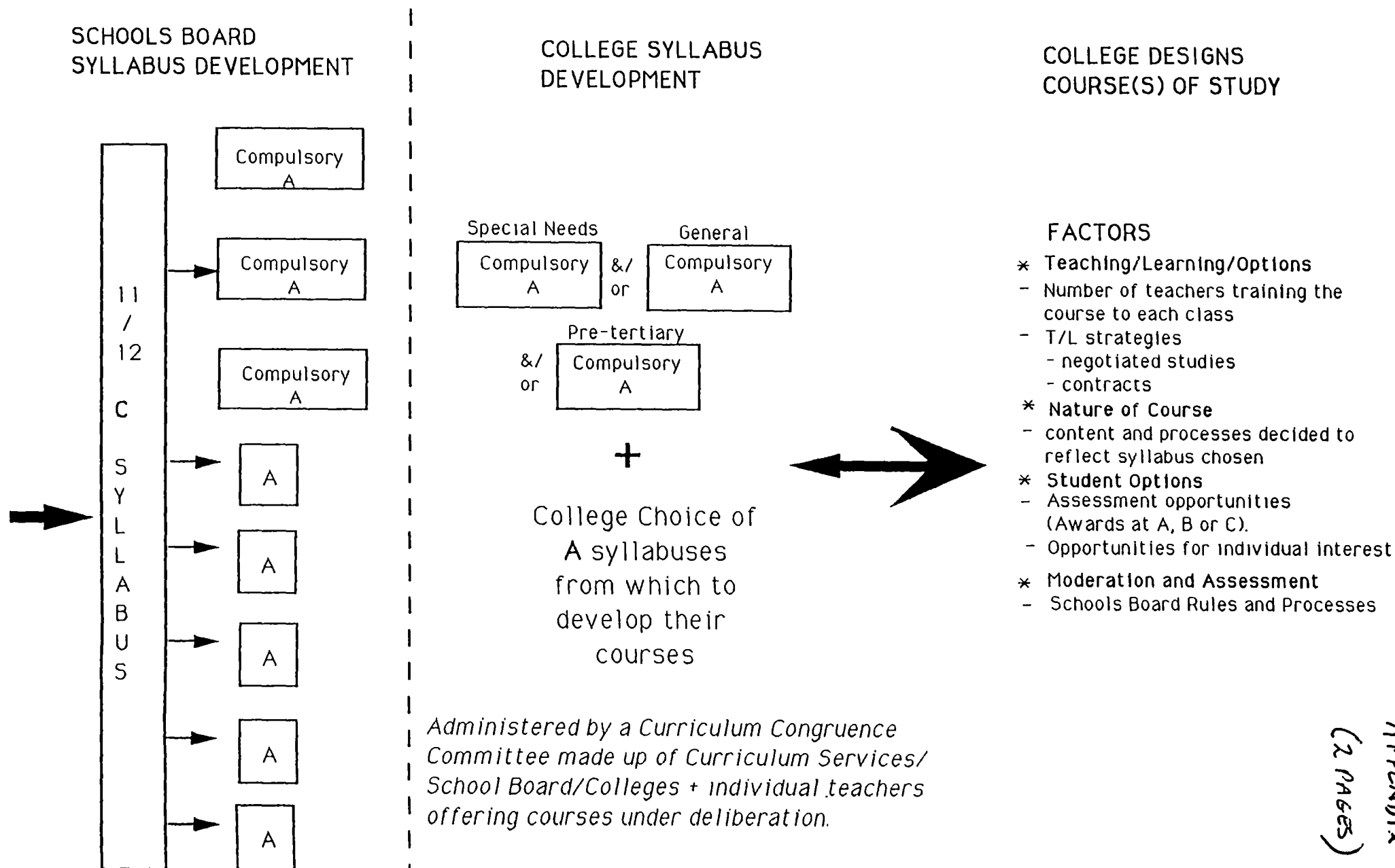
11/12C Australian & Pacific Studies



AUSTRALIA IN ASIA & THE PACIFIC

Proposed Course Development Model (5/91)

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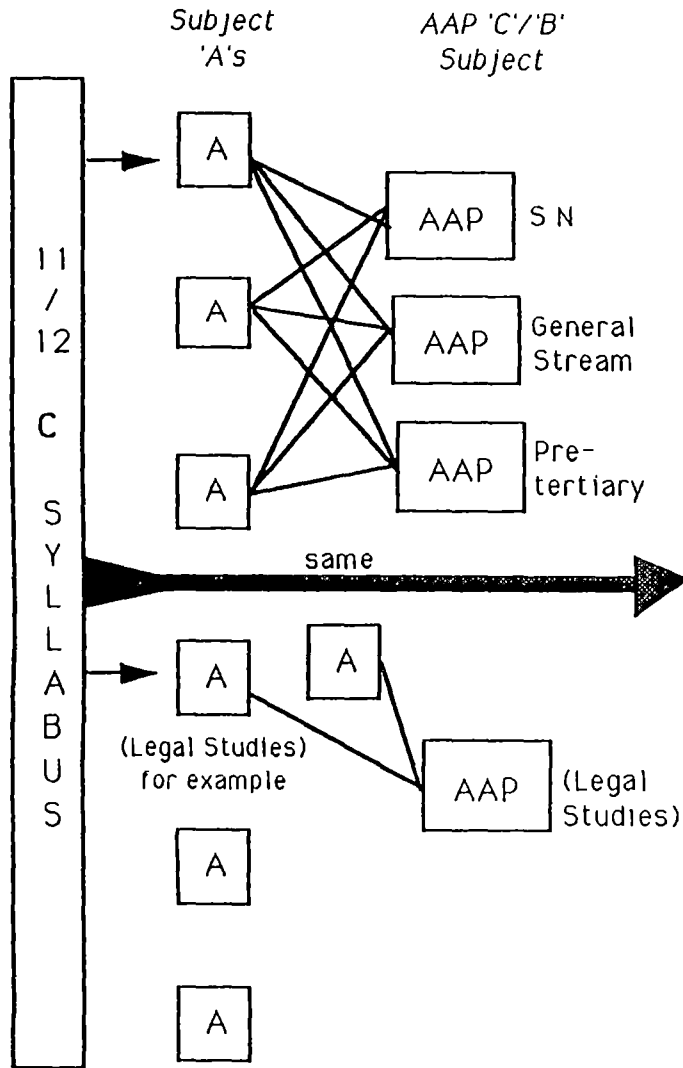


AUSTRALIA IN ASIA & THE PACIFIC

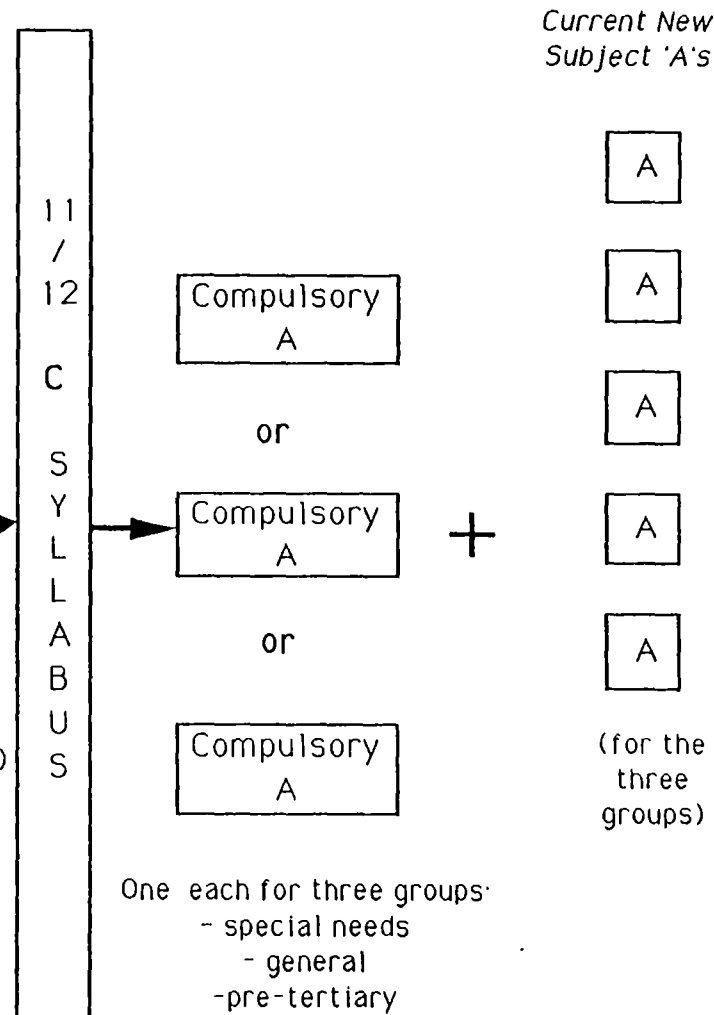
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Proposed Syllabus Model (5/91)

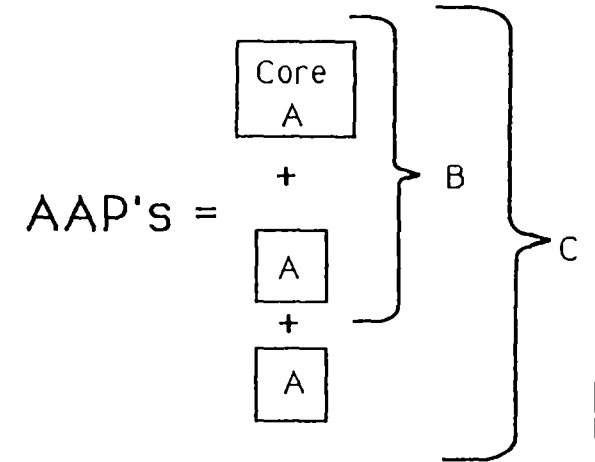
CURRENT SYLLABUS MODEL



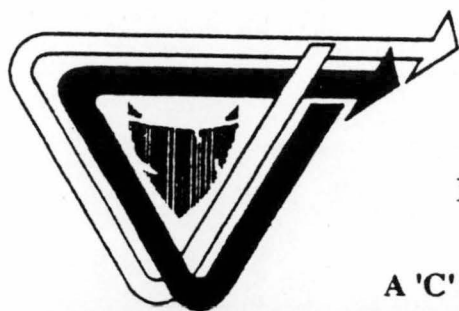
PROPOSED SYLLABUS MODEL



IN SUMMARY



SYLLABUS DESIGN COHERENCE AND COMPARABILITY TO BE MANAGED BY SCHOOLS BOARD



Schools Board of Tasmania

11/12 SS735 C Australia in Asia and the Pacific

A 'C' Syllabus for the Tasmanian Certificate of Education

First Year of Availability:

1992

To be reviewed during:

1992

Subject Description

This is the more demanding of two syllabuses designed for students in grade 11 and 12 studying Australia in Asia and the Pacific. The externally assessed version of this syllabus is intended as a pre-tertiary syllabus. This syllabus offers students an opportunity to study contemporary issues, perspectives and events that have significant effects on Australia and its relationships with Asian and Pacific nations. The increasing interdependence of countries in the Asia/Pacific region will be studied through emphasis on cultural, political, economic, historic and geographic characteristics. Similarities and differences in cultural assumptions about work, religion, customs, decision making processes and gender roles will also be foci.

Social inquiry skills from several disciplines will be practised.

Previous Experience

It is expected that students would have studied 10 SS435 B *Social Science* or equivalent.

Neighbouring Syllabuses

This is one of a set written for students in Grade 11 and 12 studying Australia in Asia and the Pacific. This set consists of:

11/12 SS734 C Australia in Asia and the Pacific
11/12 SS735 C Australia in Asia and the Pacific

11/12 SS745 C Australia in Asia and the Pacific-
Externally Assessed

Learning Objectives

Through studying courses derived from this syllabus it is intended that students will:

- develop an understanding of Australia's relationships with Asian and Pacific nations and cultures;
- develop an orientation towards the Australia, Asia and the Pacific region;
- develop interest in and empathy with the people of the region through knowledge of characteristics of societies in the region;
- identify factors enhancing and restricting interdependence between Australia and other countries of the region;
- consider possible, likely and preferred future regional trends in the global context.

Content

The geo-political areas for study will be Asia and the South Pacific. The USSR and North and South America are excluded.

The Asian countries to be given highest priority are Japan, China, Taiwan, Korea, Indonesia and Hong Kong.

Attention should also be given to Thailand, Burma, Vietnam, Kampuchea, Laos, the Philippines, Malaysia, Singapore, India, Bangladesh, Pakistan, Nepal, Sri Lanka, Bhutan and Maldives.

The South Pacific Micronesian and Melanesian nations which include Papua New Guinea, Solomon Islands, Vanuatu, Fiji, Tonga, Tuvalu, Kiribati, Western Samoa and New Zealand are the Pacific nations to be given emphasis.

Themes to be included are:

- the emergence of modern nation states,
- the growing interdependence of nations in the region,
- the nature and significance of trade, capital flows, foreign ownership and debt in the region,
- the significance and value attached to traditional cultural belief systems in social and political life,
- the role of religion and philosophy in everyday life,
- the movement of people and ideas,
- resource and land use management.

Students should study three of the units listed below. Those students who wish to sit for external assessment must study three of the units which are astericked () and approved for pre-tertiary use. These units must be studied within the same year if pre tertiary status is required. Students not wishing to complete the external assessment can also study these units, if they wish, and be internally assessed.*

***1. Empires of Asia (11/12 AN902 'A')**

The ancient empires of two of the areas corresponding to modern China, or Japan, or India should be studied. The study would emphasise the establishment of political unity, the economic and cultural achievements that followed this unity, and the causes of the dissolution of the empires investigated.

1. The unification of China under the Ch'in.
2. Imperial Han China.
3. The Age of Confusion and T'ang Reunification.
4. India before the Mauryan Empire.
5. India under the Mauryan Empire.
6. The unification of Japan, culminating in the Nara period.

One of the following optional topics would form the basis of a useful research project if required.

1. Chinese contact with the Roman Empire.
2. Alexander's invasion of India.
3. Life and culture in Nara Japan.

***2. Ideas and Religions in Asian and Pacific Societies (11/12 AN904 'A')**

This unit offers the opportunity to study some of the ideas and belief systems developed by the people of Asia and their relationship to contemporary society.

Students should study at least three of the following topics:

1. Confucian thought, particularly with reference to the family, the state and ethics.
2. The influence of Hinduism on India, including the dharma of Asoka.
3. The variety and spread of Buddhism.
4. The growth and role of Shintoism in Japan.
5. Taoism and its influence on China.
6. The emergence and spread of Islam and its influence upon contemporary Asian society.

3. Sociology and Society (11/12 BH902 'A')

A basic introduction to sociology will provide the necessary tools for explaining aspects of society which have particular relevance to adolescence. Students should study the following:

1. Social influences on the adolescent. Brief study of the family, peer group, mass media, religions, politics, recreation and work in selected countries of the region.
2. Using Australian, Asian and Pacific research data and statistical evidence examine a range of social issues that affect the adolescent. For example ABS and IFS data on marriage, unemployment, sexual behaviour etc.
3. Conduct a simple observational study of some aspect of adolescent behaviour.

***4. The Australian Economic Environment (11/12 EC902 'A')**

The economics principles and ideas studied in this syllabus are the following:

1. THE ECONOMIC PROBLEM OF SCARCITY

- types of economic agents: individuals, nations;
- characteristics of the problem: available resources, alternative uses, objectives of the decision-maker;
- this could be approached by using a comparative study of some countries of the region: resources, uses, objectives.

2. TYPES OF ECONOMIC SYSTEMS

- three types of decisions: "what to produce", "how to produce", "for whom to produce";
- the price mechanism as a method of answering the "what, how and for whom" questions.
- government planning as a method of answering the "what, how and for whom" questions;
- this could be approached by using a comparative study of some countries of the region: form of economic organisation to answer the "what, how and for whom" questions.

3. INTERNATIONAL TRADE

- specialisation and trade of surpluses;
- cooperation and exchange: interdependence of specialists, the need for systems of beneficial exchange;
- other reasons for trade: advantages of larger scale of production, differing tastes;
- factors hindering trade: nationalism, protectionism, language and cultural barriers, political rivalries;
- this could be approached by using a comparative study of some countries of the region: goods traded, trading partners, inferred surpluses.

4. CASE STUDY

- inquiry into at least one regional economic issue. Examples of issues that might be studied include:
 - trade protectionism,
 - geographical influences on trade,
 - shortages of machinery and equipment, including transport and communication systems,
 - economic growth rates and living standards,
 - government intervention encouraging economic growth (examples include subsidies, tax holidays, free land),
 - variations in wages and labour conditions
 - patterns of trade, and
 - foreign aid.

***5. A Regional Geographic Perspective (11/12 GG902 'A')**

This unit contains three major themes. Each theme may be taught as a separate entity or may be combined.

1. THEME: WHAT IS A REGION?

Key Ideas:

Geographers commonly define regions by reference to the presence of uniform physical, cultural or economic characteristics. Some boundaries are well defined while others are conceptual.

Content:

Identify the commonly accepted geographic regions within e.g. South East Asia, East Asia, South Asia, Australasia, the South Pacific, within the Australia, Asia and Pacific area and consider how they are defined.

2. THEME: HOW DO THE REGIONS COMPARE?

Key Ideas:

There are similarities and differences both within and between regions in Australia, Asia and the Pacific. The reasons for these similarities and differences may lie in their physical, geography political systems, cultural patterns, levels of development etc.

Content:

Examine some of the similarities and differences within a region and between at least two regions. e.g. - Difference in patterns of population levels of economic development, climate and vegetation, agriculture, religion and culture etc.

3. THEME: AUSTRALIA'S ROLE IN THE ASIA, PACIFIC AREA

Key Ideas:

There are growing links between Australia and certain countries/regions of the Asia/Pacific area. The impact of these links is increasingly significant.

Content:

By studying one or more of the regions in the defined area the following links could be examined:

- e.g. Political and economic ties
- Migration
- The movement of people
- Trade and aid
- Religion and Culture
- Tourism
- Et. Al.

6. *Tourism in Australia Asia and the Pacific (11/12 GG906 'A')*

Courses of study should be based upon the following objectives:

Developing in students-

1. KNOWLEDGE AND UNDERSTANDING OF:

- a) travel trends and patterns between nations within the region;
- b) the economic significance of tourism to the region;
- c) the factors determining the movement of people between countries (modes of transport, motivational reasons);
- d) traditional cultural belief systems and their relevance to tourism;
- e) the impact of tourism on local communities (cultural and environmental) within the region.

2. SKILLS IN:

- a) oral, aural, non-verbal and written communication;
- b) researching, processing, interpreting and presenting data from a variety of sources; eg formal documents, reports, statistics, maps, diagrams etc;
- c) demonstrating an empathy with a variety of cultural beliefs;
- d) the planning and operation of practical enterprises; and
- e) social and interpersonal behaviour, such as co-operation, tact and courtesy.

3. ATTITUDES OF:

- a) care and sensitivity towards the needs of tourists in the local community;
- b) pride, without arrogance, in the local culture and environment;
- c) service, but not servility;
- d) self-reliance, initiative and positive thinking;
- e) appreciation that tourists should be treated as welcome guests.

4. FIELDWORK AND/OR EXCURSIONS ARE AN INTEGRAL AND REQUIRED PART OF THIS COURSE.

7. *History (11/12 HS902 'A')

Students may study from any one of the following topics or combination of topics:

1. THE REGION PRIOR TO EUROPEAN INFLUENCE

- major trade patterns
- Arab influence, the arrival of Islam, the Chinese dominance
- early contact with Australia from Asia.

2. THE EUROPEAN ENTRY

- trade and exploration, the Spanish traders, the Dutch East Indies etc.
- perceptions and misconceptions.

3. POPULATION MOVEMENT IN THE REGION

- the overseas Chinese
- the gold rush in Australia
- Indians in Fiji, Malaya.

4. SLAVERY IN AUSTRALIA?

- Kanakas and Blackbirding.

5. AUSTRALIA AND NEW IMPERIALISM

- fears of Japan and Germany
- New Guinea and Papua
- the Boxer rebellion.

6. THE DEVELOPMENT OF WHITE AUSTRALIA

- early colonial policies
- Federation
- the post war settlement 1919
- attitudes to Asia in the interwar period
- the position of Asian Australians.

7. WORLD WAR II

- Australian involvement in Asia and the Pacific.

8. THE POST WAR ERA

- the "red" peril and the "yellow" peril
- the Domino theory, ANZUS and SEATO
- Malaya, confrontation with Indonesia, involvement in Vietnam
- changing patterns of trade; Japan as a major trading partner
- recognition of the Peoples Republic of China
- present relations in the region-ASEAN.

9. CHANGING PATTERNS IN IMMIGRATION:

- Colombo Plan
- Refugees from Asia- the boat people, Hmong, Khmer
- multiculturalism.

10. RACISM IN THE MODERN WORLD

- racist attitudes in Australia
- racial conflicts in Asia and the Pacific.

***8. Legal Systems of Australia and the Asian and Pacific Region.(11/12 LS902 'A')**

Students should be encouraged to focus upon the general concepts of the legal systems rather than legal technicalities.

1. As a part of a course of study students should research the law and legal system of at least one of either Japan, China, Taiwan, Korea , Hong Kong, India, Malaysia, Indonesia and Singapore.

The study should include:

- Structure of Government
- The Law Making Process
- Due Process of Law
- An Investigation of parallellegal systems in some Asian Countries i.e., where Western and the original or a religious legal system co-exist.

2. A study of topical legal areas for the relevant countries should be included.

Examples of such areas are:

- Family Law
- Criminal Justice
- Civil Law
- Human Rights.

3. A study of the effect of Australian law on Asian migrants and aborigines should be included.

4. International Agreements and their operation in Australia, Asian and Pacific region.

Some areas of interest may include:

- Refugees
- Law of the sea
- Human Rights
- Timor Gap agreement.

9. The Study of Work (11/12 WS902 'A')

This unit should contain an examination of the following topics:

- understanding of work in all its forms
- the nature of pattern work in Australia as influenced by other countries in the region
- work and your future.

UNDERSTANDING WORK IN ALL ITS FORMS

How does work influence our way of life, our sense of identity, relationships? What are our attitudes towards work?

The structure of Australian society; for example, where people live, their use of time, health and life expectancy;

Social relationships; for example, friendships, gender relations, family structures and roles;

Self-esteem and identity; for example, sense of fulfilment, independence, self-definition, status;

An investigation of the influence of Asian and Pacific countries and their culture on work in Australia.

THE NATURE AND PATTERN OF WORK IN AUSTRALIA

What changes have occurred and are likely to occur, on a regional basis, to influence work in Australia?

The nature of work in pre-industrial and industrial society;

The changing world of work, including technological development and the effect of changing trade patterns, and the problems of unemployment;

Alternatives to full time paid employment;

Categories of private enterprise, small business, and public sector.

WORK AND YOUR FUTURE

Explore a variety of career paths including those from non-traditional areas;

Relate values, interests, skills, strengths and weaknesses to occupational selection;

Chart possible personal career path;

Consider the role of unions, government policies and the legal system in industrial relations.

10. Aboriginal Studies (11/12 AB902 'A' Aboriginal Studies)

The syllabus consists of an overview of Aboriginal and Torres Strait Islander history, cultures and contemporary issues (with particular reference to Tasmania) and an examination of the shared experiences of the indigenous peoples of the Pacific. Emphasis is to be given to the common experiences of the indigenous peoples of Australia and the Pacific when confronted with European values and culture. The syllabus is divided into two parts.

Part 1

An overview of Aboriginal and Torres Strait Islander history, societies and culture 40,000 BP to the present. The overview is arranged into three major topics:

A. ABORIGINAL AND TORRES STRAIT ISLANDER SOCIETIES 40,000 BP TO 1788.

This element is a study of 'traditional' indigenous Australian cultures that developed 40,000 years+ before the European invasion of 1788. It is to be noted that traditional cultures did not disappear instantaneously on January 26th 1788 and that many people still live in traditional ways. A number of key ideas and questions are to be dealt with:

- How did indigenous societies adapt and develop to suit changes in the Australian environment?
- What is the nature of the economic and religious relationship between individuals, societies, cultures and the land in indigenous Australia?
- What was, and is, the nature of the relationship between environment, food supply and technology in indigenous Australian societies?
- An examination of the complex integration on social, religious, economic and technological systems that comprise indigenous Australian societies.
- An examination of the concept of an Australia 40,000 years old and without the ideas of occupied or useless land.

B. CONTACT BETWEEN INDIGENOUS AUSTRALIAN PEOPLES AND OTHER CULTURES BEFORE AND AFTER 1788.

This is the key element that examines the nature and impact of contacts between the indigenous peoples of Australia and the people and values of other cultures before and after 1788.

- The successive waves of contact; Indonesian, Melanesian, Dutch, French and British.
- The economic justification of the British invasion of Australia.
- The nature of the post-1788 arrivals.
- The impact of European invasion on indigenous Australian societies, cultures and economic life.
- The changing images of Aboriginal people in the eyes of Europeans.
- The causes of and attempts to resolve conflicts between indigenous Australians and European values and expectations.

C. INDIGENOUS AUSTRALIAN PEOPLE IN CONTEMPORARY AUSTRALIA.

This element is a study of the issues confronting Aboriginal and Torres Strait Islanders and European Australians since 1967. Attention must be given to the diversity of "Aboriginal" cultures and societies within modern Australia and the concepts that different groups of indigenous people will have different priorities. Questions and issues to be dealt with include:

- The question of identity; who is an Aborigine? An examination of the differing views of the Commonwealth, States and aboriginal peoples and the situation in Tasmania.
- The Land Rights issue, with particular reference to Tasmania.
- The concept of affirmative action policies in education and employment.
- The concepts of integration, assimilation and reconciliation as applied to indigenous peoples in Australia.
- The emergence of urban Aboriginal and Torres Strait Islander cultures, including literature, drama, visual arts and music.
- Economic issues that effect indigenous Australian people.
- The different concepts of law between European and Aboriginal Australians.
- Indigenous Australians and environmental issues.

Part 2

A major case study comparing the experiences of an Aboriginal and Torres Strait Islander society and a Pacific society when colonised by a European culture. The preferred comparison is that of Aboriginal Tasmanians and the Maori people of New Zealand when colonised by the British. Areas covered by the case study are to include:

- a) Tasmanian and Maori societies pre 19th century.
- b) Sealers, whalers, convicts, Tasmanians and Maoris.
- c) The Maori wars and the Black War.
- d) Treaties, agreements, understandings and European 'solutions'.
- e) The destruction of traditional cultures and languages.
- f) Some notable personalities.
- g) Contemporary legal and economic issues.
- h) The re-emergence of indigenous cultures.

Assessment

Students' achievements on this syllabus are to be assessed against pre-determined criteria. For each criterion a wide range of achievement is possible and students' individual achievements will be rated using a four point scale.

The four ratings are 'A', 'B', 'C', or 'D' where each rating represents a range of achievement with respect to that criterion.

- A rating of 'D' is used when a student has offered work for assessment but there has been little evidence of achievement.
- A rating of 'C' represents the range of achievement which is considered to be at an acceptable standard for this syllabus.
- A rating of 'B' represent the range of achievement which exceeds the standard considered to be acceptable for this syllabus.
- A rating of 'A' is the highest rating that a student can attain on a particular criterion.
- Where no work has been offered for assessment no rating will be given against that criterion.

Standards for each criterion are established and reviewed through a process of consultation between all teachers of the syllabus. Advice on these standards is available through the Schools Board of Tasmania.

Internal assessments of all criteria will be made by the school. Schools will report the student's rating for each criterion to the Schools Board of Tasmania.

The Schools Board of Tasmania will supervise the external assessment of designated criteria (*). The ratings obtained from the external assessments will be used in addition to those provided from the school to determine the final award.

Criteria

The assessment for 11/12 SS735 C Australia in Asia and the Pacific will be based upon the degree to which the student can:

1. recall and understand relevant subject terminology and concepts;
- *2. demonstrate an understanding of significant characteristics of Australian, Asian and Pacific contemporary societies;
(eg political, economic, historic, and geographic characteristics)
3. initiate research through identifying and clarifying issues and gathering and organising data on them;
- *4. process and present information, in a variety of ways, by interpreting and analysing data and evaluating evidence;
- *5. apply data to adopt and present a reasoned personal position on an issue;
6. organise and carry out investigative tasks as a member of a group;
7. demonstrate an understanding of a range of cultural norms and beliefs;

KEY CRITERIA

Three of which are to be assessed depending upon which units are studied.

- *8. evaluate the achievements of the empires studied; (1)
- *9. demonstrate an understanding of and evaluate the influence of religious ideas on the development of traditional Asian and Pacific societies; (2)
- 10. demonstrate a capacity to apply a behavioural sciences perspective to the selective study of societies in Australia, Asia and the Pacific; (3)
- *11. can evaluate the effects of different economic policies available to be practised by countries in the region; (4)
- *12. examine and present information on the similarities and differences within a region, or between at least two regions, incorporating the use of a wide variety of maps, graphs, diagrams and/or photographs; (5)
- 13. know and understand the nature and effects of the tourist movement on the people of the region and their environment; (6)
- *14. recall specific historical knowledge relevant to Australia's changing relationship with Asia; (7)
- *15. describe the operation of International law in Asian countries and Australia and explore their rationale; (8)
- 16. demonstrates knowledge of the factors (historical, social, geographic, political and economic) which influence work patterns and trends in Australia, Asia and the Pacific; (9)
- 17. plan, research and present a detailed case study on the history and impact of European colonisation on indigenous Australian society and an indigenous Pacific society. (10)

Award Requirements

The minimum requirements for an award in this syllabus are as follows:

Satisfactory Achievement (SA)

8 'C' ratings including all key, and 1 'D' rating.

High Achievement (HA)

7 'B' ratings including 2 key, 2 'C' ratings, including 1 key and 1 'D' rating.

Outstanding Achievement (OA)

7 'A' ratings including 2 key, 2 'B' ratings, including 1 key, and 1 'C' rating.

When a student has satisfactorily attended class and has made a conscientious attempt at the tasks related to this syllabus and set by the teacher but where the requirements for an SA award have not been met then this syllabus will be listed separately on the Tasmanian Certificate of Education, providing that no award for a neighbouring syllabus has been listed for the same year. A recommendation by a school for such inclusion should be based on a global judgement of the student's performance and should not be related to ratings on individual criteria.

Award Requirements For the Externally Assessed Syllabus (11/12 SS745 C)

The final award will be determined by the Schools Board using 16 ratings (10 from the internal assessment and 6 from the external assessment)

The minimum requirements for an award in this syllabus are as follows:

Satisfactory Achievement (SA)

14 'C' ratings including the 5 from the external, including all key, and 1 'D' rating.

High Achievement (HA)

13 'B' ratings including 5 from the external, including 2 key, 2 'C' ratings, including 1 key, and 1 'D' rating.

Outstanding Achievement (OA)

12 'A' ratings including 5 from the external, including 2 key, 3 'B' ratings, including 1 key, and 1 'C' rating.

When a student has satisfactorily attended class and has made a conscientious attempt at the tasks related to this syllabus and set by the teacher but where the requirements for an SA award have not been met then this syllabus will be listed separately on the Tasmanian Certificate of Education, provided that no award for a neighbouring syllabus has been listed for the same year. A recommendation by a school for such inclusion should be based on a global judgement of the student's performance and should not be related to ratings on individual criteria.

External Assessment

A three hour written examination will assess criteria 2, 4 and 5 and the three criteria from the chosen external units which include criteria 8, 9, 11, 12 and 14.

THE SCHOOLS BOARD OF TASMANIA

TASMANIAN CERTIFICATE OF EDUCATION

EXTERNAL ASSESSMENT OF SYLLABUSES

1. POLICY GUIDELINES

Characteristics of External Assessment

External assessment for each syllabus should have all the following characteristics:

- i) students are given common tasks which are:
 - a) designed by people other than the students' own teachers;
 - b) designed so that all students are assessed against the same criteria;
 - c) performed under specified conditions, which guarantee, as far as possible, that the work presented by each student is indeed his or her own;
 - d) assessed using common procedures;
 - e) assessed by a common group of assessors who are predominantly from outside the student's own institution.
- ii) each student's results on the external assessment tasks have a direct input into the student's final award.

Availability

All students, irrespective of ability, should have access to externally assessed syllabuses within each subject area.

- i) In the first instance all Year 12 designed syllabuses will include external assessment components.
- ii) To comply with this guideline, Subject Committees are requested to nominate which other syllabuses should be considered for external assessment.

Assessment Panels

An Assessment Panel will be established for each syllabus. Each Panel will comprise:

- a person appointed by the Board as supervisor of external assessment
- a person appointed by the Board as supervisor of Year 11 and 12 moderation and internal assessment.
- the Chairperson of the Subject Committee (or nominee)
- a person appointed by the Board as critic for the setting of the external assessment task(s).

NB

* Year 11.

* CBA

* SOLO

Criteria

The following requirements apply to all syllabuses which include external assessment components:

- i) All criteria stated in the syllabus will be assessed internally and all internal ratings will contribute towards the final award.
- ii) Approximately half the criteria (or sub-criteria derived from half of the syllabus criteria) will also be assessed externally. This means that half the criteria will be assessed both internally and externally. Subject Committees wishing to vary this proportion should apply to the Assessment Procedures Committee.

Determination of awards

The following procedures will be used by the Board to determine final awards (SA, HA or OA):

(For explanation a syllabus containing 10 criteria of which 5 are assessed externally is used as an example)

- i) The Board will receive each student's internally assessed ratings (A, B, C or D) on the criteria (10 ratings). This applies to all Year 11 and 12 designed syllabuses, whether or not they include an external assessment component.
- ii) The results of the external assessment against each criterion will be summarised as a rating of A, B, C or D (5 ratings).
- iii) The final award will be determined from the total of both sets of ratings (15 ratings).
- iv) Subject Committees will specify the award rules, based on the total of both sets of ratings (15) along similar lines to those determined for the Year 9 and 10 syllabuses, but with the following additional requirements:
 - a) The SA award must require at least 80% of the total ratings to be a 'C' or higher (ie 12 out of 15).
 - b) The rules for OA and HA should be based on comparable, but not necessarily identical proportions.
 eg HA requires at least 11 B's (of which 3 must be external) and 4 C's (of which 2 must be external).
 OA requires at least 10 A's (of which 3 must be external), 4 B's (of which 2 must be external) and 1 C.

... etc....

20 Point scale

A score based on a 20 point scale, as agreed by the Board of December 1, 1989, will be derived from both the internal and external ratings.

Re-assessment in Neighbouring Syllabuses

The Assessment Procedures Committee has adopted the following policy -

- i) That students who do not meet the requirements for an award in an externally assessed syllabus will be re-assessed in a neighbouring syllabus (provided one exists). This is consistent with the approach taken in subjects which are totally internally assessed.
- ii) Students who, by virtue of their internal derived ratings, cannot receive an SA award or better, irrespective of their results on the external assessment tasks, cannot undertake the external assessment tasks. These students are to be re-assessed by their teachers in the neighbouring syllabus (if one exists). These students should also undertake any external assessment tasks associated with the neighbouring syllabus.
- iii) Students who, by virtue of the ratings obtained from the externally assessed tasks, are not eligible for an award of SA or higher will be re-assessed in the neighbouring syllabus by a re-assessment panel. This panel could well be the Assessment Panel established by the APC to oversee assessment in the subject.

2. CONDITIONS

The Assessment Panels, using one or more forms of external assessment will provide the Board with a rating for each externally assessed criterion for each student.

The standards that will be applied when determining ratings will be the same for externally determined ratings as those used by teachers when making their internal ratings on the same criteria. The standards will be established and reviewed by the Moderation process.

All syllabuses are required to specify the forms of external assessment which will be used, and to specify which criteria will be assessed. Where a syllabus requires more than one set of tasks to be undertaken then the syllabus needs to specify which of the criteria will be assessed in each of the tasks.

Subject Committees and Assessment Panels have flexibility in designing their externally assessed assessment tasks, provided they are consistent with the syllabus statement and meet following five criteria-

- a) *Students are given common tasks which are designed by people other than the students' own teachers.*

Each type of task will require students to undertake some activities. In some instances these activities will be identical for all students, in other cases they will be selected from a list of possible activities or will fall within specified guidelines.

In all cases the guidelines, lists or specific tasks will be developed

- by the Subject Committee, in the case of guidelines, and incorporated as a part of the syllabus. (eg. display of work for Art). The guidelines would include specifications as to the requirements for the display of evidence relating to the development of particular ideas and products.

OR


by the Assessment Panel in the case of lists or specific activities.

- Lists of acceptable tasks are to be developed, approved by the Subject Committee and available prior to courses based on the syllabus being taught (eg Music pieces or English Literature texts)
- Specific activities are to be developed by one or more people who are familiar with the syllabus but who are not currently teaching the syllabus (eg written examinations in Mathematics).

- b) *Students are given common tasks which are designed so that all students are assessed against the same criteria.*

It will be the responsibility of the Assessment Panel (for lists or specific tasks) or Subject Committee (for guidelines) to ensure that the task(s) enable students to demonstrate evidence relating to all of the externally assessed criteria to the assessors.

Where students have a choice of activities, all allowable combinations of activities must have the potential to provide sufficient equivalent evidence for each criterion. It will be the responsibility of the Assessment Panel, through the critic, to ensure that the evidence will be potentially available and that each criterion is addressed more than once during the assessment task(s).

Where alternatives are offered to students, the same criteria must be assessed in each of the alternatives.

Individual activities within tasks will need to specify which criteria are being assessed.

- c) *Students are given common tasks which are performed under specified conditions, which guarantee, as far as possible, that the work presented by each student is indeed his or her own.*

There are three broad types of contexts in which students can undertake externally assessed tasks. These are:

- i) All students undertake the set activities at the same time under supervision.
- ii) All students undertake the set activities, one after another, with the time between the assessments of the first and the last student being minimised.
- iii) All students undertake the set activities, each student being required to complete the tasks by a specified date.

Some tasks can be categorised under two types. In these cases they would need to meet the requirements of both types. Displayed or performed work could be considered to display aspects of both (ii) and (iii).

In order to ensure that the above requirement is met the Board will need to specify different conditions and procedures for each of the three types. The following sets of conditions/procedures are proposed -

- i) *All students undertake the set activities at the same time under supervision.*
eg. written examinations
 - Students and teachers have no knowledge of the specific tasks until the commencement of the specified time allocated to the tasks.
 - All students are supervised to ensure that
 - there is no communication between students relating to the tasks.
 - students use no resources other than those specified. All resources that students may provide to help them are to be listed in the syllabus statement.
 - all resources which are to be provided to the students are indeed available to each student as required.

The Board, in conjunction with schools, would be responsible for the provision of appropriately qualified supervisors. For efficiency of supervision the Board will organise for a limited number of 'examination centres' to be established. All students will attend one of the 'centres' to undertake the set of activities.

- ii) *All students undertake the set activities, one after another, with the time between the assessments of the first and the last student being minimised.*
eg. oral examinations, music performances, art displays

This is appropriate where students are required to produce evidence which involves them saying or doing something which can not be reasonably 'captured' and transported to a single central location for subsequent assessment. In particular they relate to oral, performance and display oriented criteria.

The assessors will travel to schools and colleges to undertake this form of assessment. Their timetable will be made available to students and teachers as early as is possible.

- iii) *All students undertake the set activities , each student being required to complete the tasks by a specified date.*
eg. folios of work, research projects, art displays

The conditions under which such tasks will be undertaken will be determined, in the first instance, as a part of the moderation process for the syllabus.

Due to the inherent lack of supervision of student work it is essential that there is a process of verification as to the authenticity of the material submitted for assessment. This authentication process will not form a part of the actual assessment of the work submitted.

- The results of the activities are to be accompanied by a declaration from the student that there is no unattributed material or assistance included.
- Teachers will be required to complete a pro-forma which asks them to verify that material presented is indeed the student's own work. This pro-forma is to be designed by the Assessment Panel.
- Where assessors have doubts or concerns about the authenticity of particular material they will be able to request an interview with the student concerned to enable them to establish that the material is, or is not, the work of the student. It would be a requirement of that students who are being assessed using this mode must be available for possible interview until a particular date nominated by the Assessment Panel.
- Plagiarism and substantial unacknowledged assistance will result in no award for the syllabus.

- d) *Students are given common tasks which are assessed using common procedures.*

All assessors must have been involved in the moderation process for the subject. They will have available to them the same documentation as is available to the teachers of the subject. It will be the responsibility of the Assessment Panel, and in particular the Moderation Adviser, to ensure that all assessors are adequately briefed with regards to the standards for each criterion.

Where more than one assessor is assessing a particular criterion, these people should assess at about 50 of the students together, including the first 25 assessed (these to be selected at random) and some students once half of the students have been assessed. Assessment Panels will be required to ensure that this occurs.

- e) *Students are given common tasks which are assessed by a common group of assessors who are predominantly from outside the student's own institution.*

It will be the requirement of the Assessment Panel, and in particular the supervisor of external assessment, to ensure that the assessors for the subject are chosen as broadly as possible. As is currently the situation, the APC will approve the use of particular people or groups of people for the purposes of assessment.

3. **RE-ASSESSMENT**

The following procedures have been adopted by the Assessment Procedures Committee:

- i) That students who do not meet the requirements for an award in an externally assessed syllabus will be re-assessed in a neighbouring syllabus (provided one exists). This is consistent with the approach taken in subjects which are totally internally assessed.
- ii) Students who, by virtue of their internal derived ratings, cannot receive an SA award or better, irrespective of their results on the external assessment tasks, cannot undertake the external assessment tasks. These students are to be re-assessed by their teachers in the neighbouring syllabus (if one exists). These students should also undertake any external assessment tasks associated with the neighbouring syllabus.
- iii) Students who, by virtue of the ratings obtained from the externally assessed tasks, are not eligible for an award of SA or higher will be re-assessed in the neighbouring syllabus by a re-assessment panel. This panel could well be the Assessment Panel established by the APC to oversee assessment in the subject.

The panel will determine a set of ratings against the standards set for the neighbouring syllabus for each student. They will then apply the aggregation rule for that syllabus to determine an award in the neighbour.

Students who still fail to receive an award in the neighbouring syllabus will be given a 'conscientious attempt' reference in the original syllabus.

The panel will base its re-assessment on the following information -

- a) **The information available from the externally assessed tasks.** This information will need to be re-rated against the standards applicable to the neighbouring syllabus.

In some syllabuses the neighbouring syllabus uses a different set of criteria for external assessment. For this procedure to work, neighbouring syllabuses would need to externally rate the same set, or a sub-set, of the criteria.

- b) **The internal ratings in the more demanding syllabus.** For all syllabuses there is a relationship between the ratings A, B, and C between the neighbouring syllabuses. Often the 'A' rating on the less demanding syllabus roughly equates to the 'C' rating on the more demanding syllabus. Members of the panel will be aware of the relationships for each of the criteria and would be able to determine an appropriate rating in the less demanding neighbour.

Ratings of 'D' do not, however, enable the same form of mapping to be used. Whenever a teacher makes an internal rating of 'D' on a criterion they will also be required to indicate the rating the student would have received if they had been assessed on the less demanding neighbour.

Where a student has received 'no rating' that would continue to be 'no rating' on a less demanding syllabus.

Most syllabuses only allow a student to receive a few 'D' ratings, so teachers will not be asked to make this double assessment on many criteria.

- c) **An estimate of the award in the less demanding syllabus.** Where a student has received one or more 'D' ratings or a 'no rating' then teachers will be required to provide an estimate of the award the student might achieve if re-assessed in the less demanding neighbour.



Curriculum Services

DEPARTMENT OF EDUCATION AND THE ARTS

The disciplines and the AAP syllabus

Cohesion between the disciplines and subjects of the Social Science field is a philosophical and practical objective of the syllabus.

All three syllabuses require that cohesion at course level and the external instrument has a particular requirement for clear and stated connections.

As part of an authentic assessment process the similarities and differences between the disciplines and subjects will have to be clearly stated.

In the criterion based assessment of the TCE the unique concepts and methodologies of each discipline need to be clearly stated to students as part of the necessary disclosure of criteria and evidence.

The external instrument will be assessing the ability to interpret, analyse and evaluate evidence from the particular perspectives of the different disciplines. The unique and common ways these skills are interpreted and taught will have to be identified.

What then, are those particular, unique perspectives and ways of knowing? What is it, apart from content knowledge, which makes each subject and discipline legitimately separate? How are the disciplines similar in the concepts and methodologies which make up the subject?

This information is urgently required as part of the preparation of the specimen paper and is essential background for work we will all have to do in understanding CBA.

Can you provide a summary of unique key concepts and methodologies and characteristics common with other disciplines? The information will be used in the development of the external instrument.

I need the information by November 20.

Thank you for your assistance in this important matter. Please contact me as soon as possible to discuss any issues or problems.

Lynden Leppard
Principal Curriculum Officer



Curriculum Services

DEPARTMENT OF EDUCATION AND THE ARTS

This background material will assist in understanding the tasks we have in preparing a specimen paper. There are, of course, many broad and significant issues we will also need to address and this is but a beginning. I will distribute any material you think may be of relevance.

Find enclosed a paper by Helen Hocking, some material on the "SOLO" taxonomy and Piper's work on criterion referenced testing and the characteristics of the process of inquiry.

The criteria to be assessed by the instrument are described below. The inquiry skills are a particular challenge and Piper's work offers useful descriptions of the skills.

The Criteria for External Assessment

The criteria to be assessed in the external instrument are:

The degree to which a student can

- * demonstrate an understanding of significant characteristics of Australian, Asian and Pacific contemporary societies (eg. political, economic, historic and geographic characteristics)
 - * process and present information, in a variety of ways, by interpreting and analysing data and evaluating evidence.
 - * apply data to adopt and present a reasoned personal position on an issue.
- and three subject specific criteria from
- * evaluate the achievements of the empires studied
 - * demonstrate an understanding of and evaluate the influence of religious ideas on the development of traditional Asian and Pacific societies
 - * can evaluate the effects of different economic policies available to be practised by countries in the region
 - * can examine and present information on the similarities and differences within a region, or between at least two regions, incorporating the use of a wide variety of maps, graphs, diagrams and or photographs
 - * recall specific historical knowledge relevant to Australia's changing relationship with Asia

- * describe the International law links between Asian countries and Australia and explore their rationale

The external instrument has been described as follows:

A data analysis task carried out under examination conditions

The instrument and the task would include the following characteristics:

- Inquiry skills will include interpretation, analysis and evaluation of evidence and application of the outcomes of those processes to make generalisations and offer judgements about outcomes and alternatives
- Data of various types (graphs, tables, articles and cartoons for example) from various sources (journals, surveys, research newspapers for example) will be presented under exam conditions and will form part of the information base of the required task(s).
- The task(s) will require combined knowledge and skills from three "A" syllabuses.
- Use of key Social Sciences concepts and methods of inquiry will be required. The unifying and unique concepts of the disciplines and their methods of inquiry as demonstrated in the Learning Objectives and criteria will be identified as part of the course statement and tested in the instrument.

The Structured Observations of Learning Outcomes Taxonomy (1979, Biggs and Collis) offers part of a research framework in which we can work.

Assumptions about authentic and valid assessment levels, tasks and required outcomes must be based on research. It is hard to find and offerings will valuable.

Our task on the 25 November is to prepare a specimen paper. Such a paper is the tip of an iceberg and time will have to be spent on understanding a number of priorities and consequences; I see the day as a part of a process. perhaps we could spend part of the day considering the challenges and planning our progress.

Practical examples and suggestions will establish what our realistic choices!

Lynden Leppard
Principal Curriculum Officer

B/C - 1, 2 HOUR PAPER

6
9

Section B and Section C.

These sections of the paper are intended to test the general criteria (2,4 and 5). Due to the fragmented nature of the syllabus in content terms, it was felt that these would best be assessed in neutral form.

The hypothetical will test the skills developed in an inductive framework, while the data presentation is intended to be assessing deductive skills. Given the likely lack of any commonality of content or even discipline-specific skills, this was seen as the only viable option at this stage. It will provide students with the opportunity to apply discipline specific concepts and skills in an integrated framework that cannot otherwise be provided in any meaningful way.

Hypothetical Design

In designing the hypothetical, a number of considerations were kept in mind:

- a) the amount of reading should be kept to a minimum.
 - b) the number of supplied facts should be minimal to avoid providing any undue advantage by supplying detail that might be seen as drawn from a particular discipline
 - c) the detail provided should provide a basic framework of relevant detail that the student may work with applying the relevant skills developed within the individual disciplines
 - d) there was debate over the degree to which real places should be used- it may provide an undue advantage to those who have done a casestudy on a particular country or region. It should be noted that the hypothetical requires responses phrased in general terms and students are expected to supply answers that reflect a mastery of concepts relevant to the particular disciplines they have studied. Sample answers will be provided to illustrate this and other points.
 - e) the role label (consultant / researcher or whatever) is not to be taken literally but merely to add a touch of romantic realism to the whole exercise- everybody loves a title)
 - f) any mention of particular countries is not to be taken as an opportunity for write-all-you-know responses, it is illustrative. If preferred, all countries mentioned could be fictional.
- Sample Hypotheticals and sample responses will provided as early as possible in 1992 to assist teachers and students in coming to terms with this new assessment device.**

AUSTRALIA IN ASIA AND THE PACIFIC

HYPOTHETICAL EXERCISE-SPECIMEN ONLY

This section of the paper will assess Criteria 2,4,5. In your response you will be expected to draw upon the general skills and concepts relevant to the specific A units you have studied.

TIME: ONE HOUR

THE SETTING: Candidates should read this section carefully and in conjunction with the instructions and questions appearing below.

The island of Quanofanga is situated in the Western Pacific between New Guinea and the Philippines(x,z). It is approximately 100 kilometres long and 25 kilometres wide. It has a mixed population. A large number of people of Filipino origin occupy the coastal strip along the northern part of the island. At the Western end of the island, there are native inhabitants having close links with the peoples of the Indonesian Republic(y). The Eastern end of the island is predominantly occupied by a truly aboriginal people who wish to maintain a traditional way of life. The island is a newly independent nation as the former colonial power has simply left and no clear handover of power took place. The governments of the Philippines , Indonesia and Papua-New Guinea(x,y,z?) are all extremely concerned at this turn of events and there is likely to be considerable debate over the future of Quanofanga.

You are employed by the Australian Department of Foreign Affairs as a researcher and policy adviser on this region. Your task is to brief the Minister and suggest policies that should be pursued.

A. Initial Research

Your initial task is to make an outline of the information you think the Minister will need if he is to understand the situation on the island .

Outline those areas you feel are relevant and justify your choices.

***** (e.g. relevant international agreements, religious divisions and beliefs, important historical and archaeological sites, legal system, climate, economic structure, close regional links, Australia's previous involvement in the area, attitudes towards Australia etc. Broad outlines only would be provided with explanation as to why such information might be relevant)

B. Possible Problems and Outcomes

Outline what you feel are problems that might arise on the island that could lead to violence or regional instability. Outline those factors that you think will aid peace on the island and in the region.

***** (here the student can freely apply concepts and manufacture data in keeping with the outline provided above. The point is provide a consistent and feasible picture)

C. Policy Suggestions

Briefly outline the general interests that Australia should seek to preserve in the area. What policy should Australia follow and why?

***** (the student should provide a reasoned outline of what principles and policies Australia should follow. The detail would be dependent on the views and "facts" outlined in the previous 2 sections)

KATHY KURL

Lynden

- * We still have concerns regarding the latest set of hypotheticals (11 May) and think it might be best to avoid using them in the form outlined. Given the variety of units, the combinations being taught and the ways these are being tackled this year it may be best to abandon hypotheticals for this year only.

- * Two. very connected. The fact that 3 criteria are being assessed in one question is also a worry. This places a great deal of emphasis on Part B and throws the exam paper out of balance. What if these inexperienced students don't plan their time properly and only leave 15 minutes for Part B?

- * Have you ever tried to mark 3 criteria in one question?

- * We still believe some review of the subject needs to be undertaken to prevent the problems of this year recurring in 1993. While this is being done perhaps the external instrument needs also to be reviewed.

- * In the mean time, perhaps the proposal put forward following the North and South exam writing parties' meetings could be used. If you think the first and second questions in the series are too easy, these could be changed.

- * As things are, AAP teachers need time to introduce and prepare their students for hypotheticals.

- * Following is a test we are giving our AAP students after completing the "A" Geography unit.

- * We do not like the idea of dropping the hypotheticals and expanding the essays into a section requiring unit combinations.

3) Part Two: ③

you want to travel in the Asia Pacific Region to study some countries with ancient cultures which are still evident in modern lifestyles. What countries would you visit and what methods of traditional cultures would you find? Prepare a report which identifies and describes some of those features which would benefit Australia. They might benefit Australia because they enrich what already happens or because it is different but useful.

③ A community of people from an Asian or Pacific country has built up rapidly in an Australian capital city. This community has come from one identity some important religious/cultural belief and customs. The community has.

a) explain those customs & beliefs to the home residents of the city who don't want the new community to behave in their traditional way. b) describe to some opponents your own view. All similarities & differences with your own life are and what the benefits of new community may be.

④ The Tasmanian government needs to develop trade links with an Asian or Pacific country. It may also be trading but poor understanding is preventing increased exports to, and imports from that

Note: Christchurch in Asia April 16
1992

AUSTRALIA IN ASIA AND THE PACIFIC

Specimen Paper for Externally Assessed Syllabus

Background Notes

- AAP has always attempted to represent particular beliefs and priorities about learning. For example, the College Principal's letter to the Board outlining priorities such as catering for all students with contemporary courses, was influential.

The notions of authentic achievement and authentic assessment have priority. Authentic assessment has been characterised by Fred Newmann as:

“producing knowledge rather than reproducing knowledge, based on understanding and revealing through discourse, creation of things and performances,...
the product of disciplined enquiry which is based on prior knowledge, in depth understanding and is integrated in form, and ... of utilitarian and personal value.”

- The SOLO taxonomy, Biggs' work in cognitive psychology and Kevin Piper's work on inquiry skills form the research foundations on which the criteria, evidences and parts of the examination paper are based. These were distributed to all colleges and members of the assessment committee last year and early this year. More copies are available for a copying cost.

Please note that the exam has been reduced to one three hour paper of which two hours are taken up with three single unit essays. The second part is less than 10% of the total award. Time now needs to be spent on all those students and teachers working with the “C” syllabus not up for external assessment.

Note also that the exam is not there to identify pretertiary students; that mostly will be done long before the exam.

- The hypothetical has been maintained for the following reasons, all of which have been stated before.
 - They offer an effective and authentic way into assessing skill and knowledge in the extended abstract domain (a defining characteristic level of pre-tertiary students).
 - They offer an equitable way of assessing most of the skills required at the realisation/synthetic end of interpretation, analysis and judgement.
 - Hypotheticals have worked successfully in this form both in Tasmania and elsewhere.
 - They offer an opportunity for students to use all subject combinations together on a common problem.
 - The unifying objectives and themes are the core of this “C” syllabus, not three “A”s, and the hypothetical encourages and requires those connections.

One strong criticism of the exemplar hypothetical is that it is not built on known data. Answering a hypothetical from a collection of data may work with one field of knowledge but we are working with six. It is not practical to offer six sets of data of equal difficulty.

Comprehensive exercises based on presented data do precisely what a hypothetical does when they work well.

The suggested comprehensions have several problems. They do not need to be tested for:

- Literal comprehension and the identification of several relevant aspects are given skills for a pre-tertiary subject.
- The questions requiring integration of information into a structure (relational) and generalisations in a new domain (extended abstract) have little or nothing to do with the accompanying texts. These questions rely on the knowledge and skills gained in the course and the texts for comprehension give some context for the use of that knowledge and skill; one of the main values of a straight out hypothetical.
- Comprehension exercises require shorter, less complex answers based on materials which give advantage to some subjects over others.

In short the hypothetical does all that the comprehension exercises do and more, without the problems. Cartoons are not equitable because some disciplines/subjects do not use them as ways of presenting and interpreting data. They also require particular context knowledge which may not be shared and they generally do not test higher order analytical skills in an extended way.

There are problems with the hypotheticals although these problems also exist with the non controversial essays in Part one, and external instruments generally.

- We need more of them! Colin Brown is working on some ideas and I would love to hear from anyone willing to contribute.
- The students need to know the purpose of the hypothetical and how they are to be assessed.
- The “C” is described in the objectives and the themes describe some practical interpretations of the objectives. The “C” syllabus requires the student to develop their understanding of these themes through the particular units they choose.
- The hypothetical requires them to identify the syllabuses themes and objectives most appropriate to the hypothetical and apply their unit knowledge and skills to the problem.
- That requires the teacher to be clear about the key concepts and methodologies of their subject area. (At the end of last year I asked subject committees to provide such an outline and one from “Empires of Asia” was received).

Instructions to that end will be included in the paper.

- It is reasonable for all students to have a common understanding of the key understandings and methodologies in their units.

Some General Observations

A lot of students and teachers are enjoying this course, particularly those treating it as a coherent whole. I am looking for experiences and ideas to distribute through the network.

There is a view that a syllabus without the separate units would be preferable. The syllabus is the way it is for positive reasons and it can be refined.

Specific subject interests strongly opposed the development of an inter-disciplinary “C”.

A suggestion a year ago that there be a common core in the current “C” as one way of making assessment easier was also vigorously opposed by subject interests.

AUSTRALIA IN ASIA AND THE PACIFIC

PRE-TERTIARY "C"

This is a three hour paper. There are two sections.

Part A Time 2 hours

You must attempt three essays, one for each of three units you studied.
Criteria to be assessed are Criterion 2 and the 'Unit Specific Criterion'.

Part B Time 1 hour

Select one of the hypotheticals and answer as required.
Criteria 2, 4 and 5 will be assessed.

PART A

Two hours

SELECT THREE QUESTIONS ONLY FROM PART A

1. EMPIRES

- Outline/Summary:
- * The study of two of the areas corresponding to Modern China, India or Japan.
 - * Emphasis - establishment of political unity, economic and cultural achievements, cause of dissolution.

Criteria: (8) evaluate the achievements of the empires studied.

Specimen Question: What were the principle economic and cultural achievements of ...
What factors contributed to the decline ...

2. RELIGION

- Outline/Summary:
- * A study or at least 3 of the following: Confucian thought, Hinduism, Buddhism, Shintoism, Taoism, Islam.
 - * A study of ideas and belief systems - their relationship to contemporary society.

Criteria: (9) Demonstrate an understanding of and evaluate the influence of religious ideas on the development of traditional Asian and Pacific societies.

Specimen Question: Compare and contrast the influence religious ideas on the development of two different Asian societies.

3. ECONOMIC

- Outline/Summary: Economic principles and ideas to be studied:-
- (i) The Economic Problem of Society
 - (ii) Types of Economic Systems
 - (iii) International Trade
 - (iv) Case Study

Criteria: (11) Can evaluate the effects of different economic policies available to be practised by countries in the region.

Specimen Question: With reference to 2 countries studied indicate the nature of the economic system operating in those countries, paying attention to both similarities and differences. Outline the key economic problems they are facing.

4. LEGAL

Outline/Summary: (General concepts rather than legal technicalities)

1. Law and legal system of at least one of Japan, China, Taiwan, Korea, Hong Kong, India, Malaysia, Indonesia and Singapore.
 - Structure
 - Law making process
 - Due Process
 - Parallel system
2. Tropical legal areas of the country studied.
 - Family Law
 - Human rights etc.
3. Effect of Australian Law on Asian migrants and aborigines.
4. International Agreements.

Criteria: Describe the operation of International Law in Asian countries and Australia and explore their rationale.

Specimen Question: With reference to at least one area of International Law involving nations in the Asian-Pacific region outline the key elements of the agreement, (law) its purpose and comment on its impact upon the nations concerned.

5. GEOGRAPHY

Outline/Summary: 3 main areas - What is a region? How do the regions compare? (within and between), Australia's role in the area.

Criteria: (12) examine and present information on the similarities and differences within a region or between at least two regions, incorporating the use if a wide variety of maps, graphs, diagrams and or photographs.

Specimen Question: With reference to both physical and human characteristics describe the similarities and differences that exist either within a region or between at least two regions in the Asia Pacific area.

6. HISTORY

Outline/Summary: From anyone of, or a combination of:

1. The region prior to European influence
2. The European entry

3. Population movement in the region
4. Slavery in Australia
5. Australian and New Imperialism
6. The development of White Australia
7. World War II
8. The Post War Era
9. Changing Patterns of Immigration
10. Racism in the Modern World

Criteria: (14) Recall specific historical knowledge relevant to Australia's changing relationship with Asia.

Specimen Question: Identify a significant theme in the history of the region that is relevant to Australia's relationship with Asia and the Pacific. Justify your choice by outlining the key episodes and explaining the main elements of the theme you have selected.

PART B

HYPOTHETICAL EXERCISE – SPECIMEN ONLY

This section of the paper will assess Criteria 2,4 and 5. In your response you will be expected to draw upon the knowledge, skills and concepts relevant to the specific A units you have studied.*

TIME: ONE HOUR

THE SETTING: Candidates should read this section carefully and in conjunction with the instructions and questions appearing below.

The island of Quanofanga is situated in the Western Pacific between New Guinea and the Philippines (x,z). It is approximately 100 kilometres long and 25 kilometres wide. It has a mixed population. A large number of people of Filipino origin occupy the coastal strip along the northern part of the island. At the Western end of the island, there are native inhabitants having close links with the peoples of the Indonesian Republic (y). The Eastern end of the island is predominantly occupied by a truly aboriginal people who wish to maintain a traditional way of life. The island is a newly independent nation as the former colonial power has simply left and no clear handover of power took place. The governments of the Philippines, Indonesia and Papua New Guinea (x,y,z?) are all extremely concerned at this turn of events and there is likely to be considerable debate over the future of Quanofanga.

You are employed by the Australian Department of Foreign Affairs as a researcher and policy adviser on this region. Your task is to brief the Minister and suggest policies that should be pursued.

A. Initial Research

Your initial task is to make an outline of the information you think the Minister will need if he is to understand the situation on the island. Outline those areas you feel are relevant and justify your choices.

****(e.g. relevant international agreements, religious divisions and beliefs, important historical and archaeological sites, legal system, climate, economic structure, close regional links, Australia's previous involvement in the area, attitudes towards Australia etc. Broad outlines only would be provided with explanation as to why such information might be relevant).

Chinese 70% will differ
Malay
Indians

B. Possible Problems and Outcomes

Outline what you feel are problems that might arise on the island that could lead to violence or regional instability. Outline those factors that you think will aid peace on the island and in the region.

****(here the student can freely apply concepts and manufacture data in keeping with the outline provided above. The point is to provide a consistent and feasible picture).

C. Policy Suggestions

Briefly outline the general interests that Australia should seek to preserve in the area. What policy should Australia follow and why?

****(the student should provide a reasoned outline of what principles and policies Australia should follow. The detail would be dependent on the views and "facts" outlined in the previous two sections).

~~*hypothesis addition*~~

You must use them to explore the themes of the syllabus most appropriate to the situation you are considering.

should be included.

Too complicated - too much is required - cut off 'C' out.

APPENDIX A

Jane -

**FOR THE ATTENTION OF
THE TCE COORDINATOR
AND
THE SUBJECT LEADER
FOR AAP**

Amended Award Requirements for 11/12 SS735 C Australia in Asia and the Pacific

Please find enclosed three (3) copies of amended algorithms. It is suggested that two (2) copies be retained by the TCE Coordinator to update school/college reference sets. The third copy should be distributed to the AAP Subject Leader.

For 1992 the award requirements for the externally assessed syllabus SS745 C Australia in Asia and the Pacific should be amended as follows:

Award Requirements

The statement should be amended to read:

The minimum requirements for an award in this syllabus are as follows:

Satisfactory Achievement (SA)

13 'C' ratings, including all key criteria, and 2 'D' ratings.

High Achievement (HA)

12 'B' ratings, including 2 key criteria, with 3 'C' ratings, including 1 key criterion, and 1 'D' rating.

Outstanding Achievement (OA)

11 'A' ratings, including 2 key criteria, with 4 'B' ratings, including 1 key criterion, and 1 'C' rating.

APPENDIX B

**FOR THE ATTENTION OF
THE TCE COORDINATOR
AND
THE SUBJECT LEADER
FOR AAP**

Recently Amended Specimen External Task

Please find enclosed, two (2) copies of recently amended specimen external task for:

- **SS735 Australia in Asia and the Pacific**

It is suggested that one (1) copy be retained by the TCE Coordinator as a Reference Copy. The remaining copy should be distributed to the Subject Leader for AAP.

The Schools Board of Tasmania

Tasmanian Certificate of Education

(Sample) External Assessment

1992

SS735 AUSTRALIA IN ASIA AND THE PACIFIC

Time: Three hours

On the basis of your performance in this examination, the examiners will provide a rating of A, B, C or D on each of the following criteria taken from the syllabus statement:

- Criterion 2.** Demonstrate an understanding of significant characteristics of (as sub set of) Australian, Asian and Pacific societies.
- Criterion 4.** Process and present information, in a variety of ways, by interpreting and analysing data and evaluating evidence.
- Criterion 5.** Apply data to adopt and present a reasoned personal position on an issue.

and **THREE** of the following criteria depending upon which unit has been studied:

- Criterion 8.** Evaluate the achievements of the empires studied.
- Criterion 9.** Demonstrate an understanding of and evaluate the influence of religious ideas on the development of traditional Asian and Pacific societies.
- Criterion 11.** Evaluate the effects of different economic policies available to be practised by countries in the region.
- Criterion 12.** Examine and present information on the similarities and differences (as sub set of) within a region, or between at least two regions.(Maps, graphs and diagrams may be used)
- Criterion 14.** Recall specific historical knowledge relevant to Australia's changing relationship with Asia.
- Criterion 15.** Describe the operation of International law in Asian countries and Australia and explore their rationale.

**TEACHERS ARE INVITED TO RESPOND TO THIS PAPER BY WRITING TO
THE SCHOOLS BOARD**

SECTION A

Suggested Time : 2 hours

Use a separate booklet for this Section.

Candidates must answer THREE questions, one for each of the three units studied.

This section assesses Criterion 2 and the 'Unit Specific Criterion'.

Question 1 – EMPIRES

What were the principle economic and cultural achievements of ...

What factors contributed to the decline ...

Question 2 – RELIGION

Compare and contrast the influence religious ideas have on the development of two different Asian societies.

Question 3 – ECONOMIC

With reference to two countries studied indicate the nature of the economic system operating in those countries, paying attention to both similarities and differences. Outline the key economic problems they are facing.

Question 4 – LEGAL

With reference to at least one area of International Law involving nations in the Asian-Pacific region outline the key elements of the agreement, (law) its purpose and comment on its impact upon the nations concerned.

Question 5 – GEOGRAPHY

With reference to both physical and human characteristics describe the similarities and differences that exist either within a region or between at least two regions in the Asia Pacific area.

Question 6 – HISTORY

Identify a significant theme in the history of the region that is relevant to Australia's relationship with Asia and the Pacific. Justify your choice by outlining the key episodes and explaining the main elements of the theme you have selected.

SECTION B

Suggested Time : 1 hours

Use a separate booklet for this Section.

Candidates must select ONE question from this section.

This section assesses Criteria 4 and 5.

In answering the question from this section, you must use the knowledge you have gained from the combination of your THREE units -

- (a) use your knowledge to give evidence and real examples to support your decisions;**
 - (b) consider more than one alternative, outcome or consequence of the decisions you make;**
 - (c) you must construct the situation presented to suit your needs by making choices as the question requires. The choices must be consistent and may require you to choose a country, a region, an ethnic group, particular cultural and religious characteristics or real events relevant to the question.**
-

Question 7.

Twenty boat people have arrived in Darwin. They are mainly either Muslim, Hindu or Buddhist. They are mainly complete family groups of poor people from a highly urbanised society. The military controlled government of their country wants them back and denies that they have been persecuted. The boat people claim that they have been used as slave labour.

Your task is to prepare a report for public debate. The report must include:

- (a) details of where they may have come from. This must include some details of the lifestyle they may have lead, their beliefs and customs and the sort of lifestyle they may be used to;**
- (b) the advantages and disadvantages to Australian society of allowing them to stay in Australia.**

Question 8.

You wish to travel in the Asia Pacific Region to study some countries with ancient cultures which are still evidence in modern lifestyles. What countries would you visit and what modern evidence of traditional cultures would you find?

Prepare a report which identifies and describes some of those features which would benefit Australia. They might benefit Australia because they enrich what already happens or because they are different but useful. _

Question 9.

A community of people from an Asian or Pacific country has built up rapidly in an Australian capital city.

Choose where that community has come from and identify some important religious and cultural beliefs and customs the community has.

Your task is to:

- (a) explain those customs and beliefs to the long time residents of the city who don't want the new community to behave in their traditional ways;
- (b) describe to some opponents your own age what the similarities and differences with your own lifestyle are and what the benefits of the new community may be.

Question 10.

The Tasmanian government needs to develop trading links with an Asian or Pacific country or region. We may already be trading but poor understanding is preventing increased exports to, and imports from that country or region.

Your task is to:

- (a) identify which country or region that might be and describe the current situation. Include information about the country/region's resources and economy.
- (b) use that information to suggest how understanding between Tasmania and the country/region can be improved and how trade might be increased.

Question 11.

You have a \$A1,000,000 budget to assist an Asian/Pacific country or community. Choose and describe a country or community and form a planning group from it.

Describe the programs selected for funding. In your description include:

- (a) why the programs selected are important and what the programs are intended to achieve;
- (b) why the programs are likely to succeed and how the planning group will judge success.

Question 12.

An Australian company has discovered oil in the territorial waters of a Pacific nation. The Pacific nation has an ancient culture largely unchanged by contemporary trends. The younger people want to develop the natural resources and bring financial wealth to the islands. The elders control the law making and decision making.

Describe what the geography, history and economy might be.

Examine the advantages and disadvantages for the people in developing the oil field.

Suggested Guidelines for Determining Ratings on Externally Assessed Criteria

Criterion 2.

For each of the three questions in which Criterion 2 is assessed, students will be given a score of 0–10:

0– 4 :		Descriptions of standards to be provided
5– 6 :		
7– 8 :		
9–10 :		

Final ratings for Criterion 2 will be determined by the total score of the three questions as follows:

- A : 26 – 30
- B : 20 – 25
- C : 15 – 19
- D : 0 – 14

Criteria 4, 5, 8, 9, 11, 12, 14 and 15.

Descriptions of standards will be provided for ratings in each criterion.

The Schools Board of Tasmania

Tasmanian Certificate of Education

(Sample) External Assessment

1992

SS735 AUSTRALIA IN ASIA AND THE PACIFIC

Time: Three hours

On the basis of your performance in this examination, the examiners will provide a rating of A, B, C or D on each of the following criteria taken from the syllabus statement:

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and **THREE** of the following criteria depending upon which unit has been studied:

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- Criterion 12.** Examine and present information on the similarities and differences (as sub set of) within a region, or between at least two regions.(Maps, graphs and diagrams may be used)
- Criterion 14.** Recall specific historical knowledge relevant to Australia's changing relationship with Asia.
- Criterion 15.** Describe the operation of International law in Asian countries and Australia and explore their rationale.

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THE SCHOOLS BOARD**

SECTION A

Suggested Time : 2 hours

Use a separate booklet for this Section.

Candidates must answer THREE questions, one for each of the three units studied.

This section assesses Criterion 2 and the 'Unit Specific Criterion'.

Question 1 – EMPIRES

What were the principle economic and cultural achievements of ...

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Question 2 – RELIGION

Compare and contrast the influence religious ideas have on the development of two different Asian societies.

Question 3 – ECONOMIC

With reference to two countries studied indicate the nature of the economic system operating in those countries, paying attention to both similarities and differences. Outline the key economic problems they are facing.

Question 4 – LEGAL

With reference to at least one area of International Law involving nations in the Asian-Pacific region outline the key elements of the agreement, (law) its purpose and comment on its impact upon the nations concerned.

Question 5 – GEOGRAPHY

With reference to both physical and human characteristics describe the similarities and differences that exist either within a region or between at least two regions in the Asia Pacific area.

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Identify a significant theme in the history of the region that is relevant to Australia's relationship with Asia and the Pacific. Justify your choice by outlining the key episodes and explaining the main elements of the theme you have selected.

SECTION B

Suggested Time : 1 hours

Use a separate booklet for this Section.

Candidates must select ONE question from this section.

This section assesses **Criteria 4 and 5**.

In answering the question from this section, you must use the knowledge you have gained from the combination of your **THREE** units -

- (a) use your knowledge to give evidence and real examples to support your decisions;
 - (b) consider more than one alternative, outcome or consequence of the decisions you make;
 - (c) you must construct the situation presented to suit your needs by making choices as the question requires. The choices must be consistent and may require you to choose a country, a region, an ethnic group, particular cultural and religious characteristics or real events relevant to the question.
-

Question 7.

Twenty boat people have arrived in Darwin. They are mainly either Muslim, Hindu or Buddhist. They are mainly complete family groups of poor people from a highly urbanised society. The military controlled government of their country wants them back and denies that they have been persecuted. The boat people claim that they have been used as slave labour.

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- (a) details of where they may have come from. This must include some details of the lifestyle they may have lead, their beliefs and customs and the sort of lifestyle they may be used to;
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Question 8.

You wish to travel in the Asia Pacific Region to study some countries with ancient cultures which are still evidence in modern lifestyles. What countries would you visit and what modern evidence of traditional cultures would you find?

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Choose where that community has come from and identify some important religious and cultural beliefs and customs the community has.

Your task is to:

- (a) explain those customs and beliefs to the long time residents of the city who don't want the new community to behave in their traditional ways;
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Question 10.

The Tasmanian government needs to develop trading links with an Asian or Pacific country or region. We may already be trading but poor understanding is preventing increased exports to, and imports from that country or region.

Your task is to:

- (a) identify which country or region that might be and describe the current situation. Include information about the country/region's resources and economy.
- (b) use that information to suggest how understanding between Tasmania and the country/region can be improved and how trade might be increased.

Question 11.

You have a \$A1,000,000 budget to assist an Asian/Pacific country or community. Choose and describe a country or community and form a planning group from it.

Describe the programs selected for funding. In your description include:

- (a) why the programs selected are important and what the programs are intended to achieve;
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An Australian company has discovered oil in the territorial waters of a Pacific nation. The Pacific nation has an ancient culture largely unchanged by contemporary trends. The younger people want to develop the natural resources and bring financial wealth to the islands. The elders control the law making and decision making.

Describe what the geography, history and economy might be.

Examine the advantages and disadvantages for the people in developing the oil field.

Suggested Guidelines for Determining Ratings on Externally Assessed Criteria

Criterion 2.

For each of the three questions in which Criterion 2 is assessed, students will be given a score of 0–10:

0– 4 :	Descriptions of standards to be provided
5– 6 :	
7– 8 :	
9–10 :	

Final ratings for Criterion 2 will be determined by the total score of the three questions as follows:

- A : 26–30
- B : 20–25
- C : 15–19
- D : 0–14

Criteria 4, 5, 8, 9, 11, 12, 14 and 15.

Descriptions of standards will be provided for ratings in each criterion.

APPENDIX C

**FOR THE ATTENTION OF
THE TCE COORDINATOR
AND
THE SUBJECT LEADER
FOR RELIGIOUS STUDIES**

Recommended Changes to Religious Studies Sample External Assessment

The Religious Studies State Moderation Committee and Assessment Panel has recommended that the following changes to the Sample External Assessment be approved.

1. Criterion 4 for external purposes only, will be assessed as "To present reasoned arguments".
2. Criterion 5 be deleted as an externally assessed criterion.

These changes will need to be approved by the Accreditation Committee of the Schools Board, which meets on 27 August, and the University.

The Board will circulate the revised Sample External Assessment and revised algorithm for RL 835 CT RELIGIOUS STUDIES, as soon as approval is received.

Queries, comments etc. can be directed to Kathy Kuryl on 002 336509.

Jane

YEAR 11 AND 12 ASSESSMENT FOR TCE SYLLABUSES

Issues and Questions

The purpose of this paper is to address the following issues and concerns raised by teachers about Year 11 and 12 TCE syllabuses and the Draft Sample Assessment Tasks:

Syllabuses

1. Concerns over Year 11 and 12 awards;
2. The number of criteria required for C syllabuses;

Sample External Assessment Tasks

1. Weighting of questions and criteria;
2. Use of marks and numerical scales;
3. Total marks required for ratings.

SYLLABUSES

1. Concerns over Year 11/12 TCE Awards

Concerns have been expressed to the Board about the interim results of students in the mid-year examinations. It has been suggested that many 'deserving' students will not get an SA award and that few if any students will be able to achieve an OA.

A number of matters need to be taken into account in making these sorts of judgments, especially at this time of the year. There is concern, however, and the Board will endeavour to see that this year's students are not disadvantaged by the 'trial' nature of syllabuses and assessment.

In determining whether or not the processes are producing appropriate awards, two policy decisions need to be borne in mind:

- any student *for whom a syllabus has been designed* and who works satisfactorily throughout the course should be able to gain an SA award; and
- very able students *for whom the syllabus has been designed* who work outstandingly throughout the course should be able to gain an OA award.

In applying these policies to the current syllabuses it should be remembered that the majority of C syllabuses are *designed for Year 12 students* who in Year 11 have followed appropriate courses of preparation for their Year 12 work. It is also assumed that the ratings on the criteria being used to determine the award are made at the end of the course.

If with these provisos there still seems to be a problem with syllabuses and assessment procedures, there are a number of possible causes:

- the algorithm may be inappropriate; however, there should be a degree of uniformity between similar subjects; where it is inappropriate the algorithm can be adjusted before it is applied at the end of the year.
- the standards being applied to determining the ratings on the criteria may be inappropriate, in relation to the internal and/or the simulated external assessment; further moderation and documents from the Assessment Workshops will provide guidance for the standards that will apply to both the internal and the external assessments; also the markers will be able to make further adjustments when they meet in November.

- the sample external instrument may not be appropriate; where minor modifications are required these will be made (and reflected in the final instruments) and teachers will be informed early in third term of the changes. No changes would be made which would disadvantage students in relation to the way that they have been taught the course this year.

The Board believes it will be possible to ensure that appropriate awards are given to candidates at the end of this year.

2. The Number of Criteria Required for C syllabuses

Some teachers have expressed the concern that under the Board's policy the minimum number of criteria for a C syllabus (10) is too high.

This number was arrived at after two years of implementing Year 9 and 10 TCE syllabuses, many of which started out with 15 to 20 criteria. The majority of Year 9 and 10 syllabuses now have 10 or more criteria and teachers are comfortable with this. In establishing the policy on the number of criteria for B and C syllabuses the Board believes that:

- while not setting absolute requirements for the exact number of criteria which should be in a syllabus, the requirements for particular awards should be comparable from syllabus to syllabus. A syllabus in one subject area should not appear, because of the number of criteria it contains or its award algorithm, to be more difficult than a comparable syllabus in another subject area. For example, an SA award in a pretertiary science syllabus should not appear to be more or less difficult to obtain than the same award in a pretertiary English syllabus. Similarly the requirements for an SA award in a pretertiary English syllabus should be similar to the requirements for the same award in any other English syllabus.
- the criteria should be broad enough so that the total set for a syllabus can encompass all the desired outcomes stated in the objectives, but not so broad that they give very little information about the particular skills and knowledge a student has acquired;
- the criteria should not be so specific that they become artificially precise with a very large number being necessary to cover all the desired outcomes of the syllabus;
- the validity and reliability of the final award depends on the final ratings. If the award were to be based on a smaller number of ratings, the contribution of each rating to the final award is greater. The effect of one rating being higher or lower for a particular student would be much more critical to the final award. As the number of ratings decreases, the potential 'error' effect of each on the final award will increase;
- the fewer the number of ratings, the less the discrimination between students' performances. As the number of ratings decreases, the range between the maximum OA performance and the minimum SA performance is reduced, as is the number of different performances between them. Similarly, the capacity to provide further discrimination between students' performances within each award, using methods such as a 20 point score, is reduced; and
- with the likely introduction of national assessment and reporting on the seven key vocational competencies (Finn and Mayer), Tasmania is better placed than most other states because these competencies are already incorporated to a large extent in TCE syllabuses and assessment procedures. If the Board, and/or schools, are required to provide an assessment for each of the 7 competencies for each student, it makes good sense to ensure that each competency is incorporated into a criterion, in the same way as the competencies defined in *Secondary Education: the Future* are already incorporated, so that it becomes part of the general assessment program instead of being outside and additional to it. If 7 criteria are designated as competencies in this way, then additional subject/content specific criteria will also be necessary.

While there does not need to be a direct or absolute relationship between the design time of a syllabus and the number of assessment criteria, the Board recognises that it is easier for teachers to assess a given number of criteria over 150 hours, than it is to assess the same number over 50 hours, or 100 hours. For this reason, the number of criteria in A syllabuses can be less, usually around 5 to 7. The Board has established 8 as the minimum number for B syllabuses.

Some syllabuses have criteria which are causing difficulties for teachers, and these problems will be addressed as part of the review process and rectified for 1993. Some criteria may be too general and attempting to cover too many things, some may be too specific, some may overlap with each other and so on. These and any other problems with the syllabus, or assessment and recording procedures need to be addressed rather than considering major changes to the principles of criterion based assessment which are central to the TCE.

SAMPLE ASSESSMENT TASKS

Once the sample tasks are approved, they will determine the overall structure and design of the final tasks and the way in which the criteria are assessed. They will be revised to incorporate any subsequent changes in assessment procedures which are approved by the Board.

Unless it is stated otherwise in the syllabus or in the assessment documents themselves, the sample questions should not be interpreted as defining specific content areas of the syllabus which will necessarily be assessed each year.

Similarly, marks allocated to particular questions for purposes of determining the final external ratings are not to be interpreted as different 'weightings' for questions. They are simply a device for determining final ratings for criteria which are assessed across more than one question and therefore likely to be assessed by more than one marker. The use of marks is discussed in more detail in part 2 below.

1. Weighting of Questions and Criteria

The only 'weighting requirement' of the TCE is that each rating of A, B, C or D, for both internally and externally assessed criteria, contributes equally to the final award (apart from any additional requirements from essential or key criteria). Each externally assessed criterion should receive fairly equal 'coverage' in the external assessment.

External assessment procedures should be designed so that students spend roughly *equal amounts of time on each criterion*.

If a criterion is being assessed across a range of different content areas, or in different contexts, then specific topics might be given different weighting or emphasis. This can be achieved by different time allocations within the total time allocated to that criterion.

Each examination paper should specify clearly for students, the approximate time they should spend on each part or question. It is critically important that students understand the need to provide evidence for each criterion. In some written examinations, for example those with a number of sections of equal time with each section dealing with one criterion, it will be possible for supervisors to remind students at appropriate times when they should be commencing the next section.

2. Use of Marks and Numerical Scales

It first needs to be appreciated that it is quite legitimate to use marks to indicate how well a student has performed on a particular criterion without in any way undermining the principles of criterion based assessment or returning to a norm-based system.

The TCE requires all external assessments against each criterion to be summarised as a rating of A, B, C, or D (or zero rating if there is no work offered for assessment), as are all internal assessments.

If a criterion is assessed more than once in the external assessment, and each assessment is reported as a rating of A, B, C, or D, probably by different markers, then there is the problem of how to put these together into a single rating of the same kind. For example, what do we do with two A's, a B and a C? Faced with this problem, there are basically two ways to proceed, the choice depending on the nature of the criterion concerned and the kind of assessment which is being made.

Quantitative Assessments

Some criteria and some tasks lend themselves more easily to 'quantitative' judgments than others. Quantitative judgments are those which can be made on the basis of easily recognised correctness or accuracy (*right / wrong* or *can do / cannot do*) of student responses, and which are commonly associated with the more 'objective' aspects of mathematics and science based subjects.

For such subjects the externally assessed TCE criteria generally reflect particular skills and understandings which are assessed over a range of different content areas. For these criteria it is appropriate to allocate marks according to the 'correctness' of the student's response on each particular task or question over a range of topics and then determine the final rating from the total marks obtained.

The way in which marks are allocated for each question should be as simple as possible. At the time of setting the paper the marks for each question will be determined and what is required by the student for each mark will be defined. There should be no need for half marks, for 'round' totals such as 5, 10 or 20, for each question to have equal marks, nor for the total marks for each criterion to be the same.

As already discussed, each criterion rating contributes equally to the final award. It does not matter if, from the external assessment, one final rating is determined from 47 marks, another from 23 and another on the basis of a single overall judgment of A, B, C or D, as long as approximately the same amount of time was provided for each criterion.

Qualitative Assessments

These refer to judgments on criteria where assessment is based more on the quality of a student's performance than on easily defined standards such as *right/wrong* or *can do/cannot do*. Many criteria which are often assessed by means of essays, practical performances etc fall into this category.

For these criteria the standards required for each rating of A, B, C or D need to be described clearly and supported by exemplars wherever possible. Some sample assessment tasks at this stage include only general descriptions for ratings. When the final external assessment procedures are set they will include more detailed ratings descriptors, relating specifically to each question or task. These will be published each year following the examinations.

Again, where these criteria are assessed over more than one question or task, numerical scores provide a practical means of combining two or more judgments into a single rating, but in a different way from that described above for quantitative judgments.

First, for each question or task, four ratings descriptions are determined, corresponding to what would constitute an A, B, C or D for that piece of work if it were to be the sole determinant of the final rating.

Second, a band of say, 2 or 3 marks is assigned to each rating descriptor instead of A, B, C, or D. A single number could be used, but as each rating itself represents a range of performance, a numerical range allows further discrimination by the marker between say, a '*B which is just above a 'C'*' and a '*B which is just below an A*'.

Third, the scores obtained on each question/task relating to the criterion are totalled and the final rating is then determined according to a stated formula.

Therefore in the external assessment tasks, marks can be used whenever the same criterion is assessed in more than one question/task and/or is marked by more than one person.

3. Total Marks Required for Ratings

Some teachers have expressed concern that the total marks required for A ratings are too high. Often this is stated in terms of being too difficult when compared with the more familiar HSC Credit award. Before discussing the ratings, some general points need to be made about TCE awards and HSC awards.

While there is no direct relationship between TCE awards and HSC awards, two rough comparisons can be made, if only to provide better understanding of the standards expected for the TCE.

For a pre-tertiary Year 12 TCE syllabus and its HSC Level III 'counterpart':

- (i) students who obtain an SA for a particular pre-tertiary TCE syllabus should reasonably be expected to gain a Pass or better on the 'corresponding' HSC Level III syllabus.
- (ii) the requirements for an OA *are* more demanding than for a Credit on the HSC syllabus.

On the issue of marks required for ratings, requirements for the 'A' rating have generally been set at about 85% of the total marks assigned to the criterion. This does not mean that an OA is equivalent to 85% or higher in HSC terms. For all TCE syllabuses the minimum requirements for OA include some 'B' ratings and, in many cases, a 'C' rating.

HSC and TCE Awards

October 1992

There is still concern and confusion over Year 11/12 TCE awards, particularly in relation to how they should compare with HSC awards. The purpose of this paper is to emphasise and supplement advice and information which was circulated to all Year 11/12 schools in September 1992.

1. Concerns over Year 11/12 TCE Awards

Board staff are concerned to hear reports that some teachers may have been advised to apply arbitrary percentages which may have applied for HSC results to determine how many students should receive an OA or HA or SA. This is directly contrary to the philosophy of the TCE and it also contravenes Moderation requirements.

Teachers are expected to apply the agreed Moderation standards in determining final ratings on criteria. If they feel that an OA is impossible to achieve, then perhaps the standards they are applying for the 'A' ratings are too high. In relation to this point in particular I would like to make the following comments:

Many teachers of 'humanities' subjects have expressed the view that hardly any students will get 'A' ratings because hardly any students ever receive 85% on an essay under the HSC system.

Teachers should apply the *standards* determined by Moderation, in deciding whether a student should receive an 'A' rating, and not try to apply HSC marking schemes which were for whole pieces of work, not individual criteria.

If marks are to be allocated for criteria on an individual piece of work in these subjects* it should be *after* an initial judgment deciding the rating which would be given if the piece of work were to be the sole determinant of the final rating.

The purpose of assigning marks in this manner is to provide finer information *within a particular rating*. This information is useful for determining the final rating at some later stage and taking into account other assessments on the same criterion. Following is an example of how this is done in the external assessment.

Marks are only used in the external assessment where the same criterion is assessed in two or more questions and therefore likely to be assessed by more than one marker and the procedure is as follows:

- (i) Assess the piece of work against the criterion concerned and assign a rating of A, B, C or D using the moderation standards, the standards agreed by the markers prior to the marking, exemplars etc.
- (ii) Then assign a number to the rating using some sort of standard scale. It does not matter how large or small this scale is, it is simply a device for combining different ratings on the same criterion.
For example, a range of 8 might be used as follows:

D: 0 - 3
C: 4 - 5
B: 6 - 7
A: 8

or using a range of 10:

D: 0 - 4
C: 5 - 6
B: 7 - 8
A: 9 - 10

If a student is assessed on the same criterion in two questions using these two scales, the final rating is then determined by combining the scales and using a rule like the following:

D: 0 - 8
C: 9 - 12
B: 13 - 15
A: 16 - 18

When combining rating scales there is some flexibility at the boundaries when allocating ratings.

- * Refer to different approaches for quantitative and qualitative assessments in the September Discussion paper (page 4).

2. Conversion of HSC marks to TCE 20 Point Scores

Background

Under the TCE system, to facilitate tertiary entrance selection, there is a need to provide a finer degree of discrimination between candidates than is provided by the award system of OA, HA or SA. For this purpose the Schools Board has agreed to provide a score on a 20 point scale for candidates in pre-tertiary C syllabuses. A tertiary quota score for each candidate can then be simply prepared by the summation of 20-point scores from the appropriate number of pre-tertiary C syllabuses.

The proposal adopted by the Board provides for the calculation of a 20-point score based on the ratings achieved by candidates on all criteria in a pre-tertiary C syllabus. To ensure comparability between different syllabuses with a different number of ratings and different award algorithm requirements, the 20-point score is tied to each award as follows:

Award	Range of 20-point Scores
SA:	1 to 8
HA:	9 to 16
OA:	17 to 20

As the majority of Year 12 candidates seeking tertiary entrance in 1993 will have some HSC results, either from 1992 or earlier, there is a need to provide for a conversion of HSC results to a 20-point score. The final transformed mark out of 200 provided for each HSC Level 3 subject forms the basis for this conversion.

Proposed Conversion Scheme

The philosophy behind the TCE provides a framework against which the proposal has been developed. This asserts that as pre-tertiary C syllabuses are designed for Year 12 candidates they will be expected to be more demanding than most HSC Level 3 subjects. One limitation to this, however, is that for the purposes of tertiary entrance selection a Pass in an HSC Level 3 subject

is given equal status to an SA award for a TCE pre-tertiary C syllabus. This requires that a mark of 100/200 in an HSC Level 3 subject, which represents the minimum mark for a Pass award, must equate to a score of 1 on the 20-point score.

The philosophy also asserts that an OA under the TCE should be more demanding than a Credit in an HSC subject and an HA should be more demanding than a Higher Pass in an HSC subject. We have given above the minimum 20-point score for each of the TCE awards so we might say that to gain a 20-point score of 17, the minimum for an OA, an HSC candidate would need to have gained 150, with the minimum credit at 140. Similarly we could say that to gain 9, an HSC candidate would need to have gained 130 (Higher Pass - 125).

This gives the following ranges for the conversion:

	HSC	TCE
Pass	100	1
Higher Pass	130	9
Credit	150	17
Maximum	200	20

Another problem occurs at the top end of the Credit range in terms of equity for candidates in humanities subjects, amongst others, where historically the mark awarded to the top candidates fell far short of the theoretical maximum of 200. There is a strong argument that for the purpose of the conversion, we provide a notional maximum mark in each of these subjects to enable candidates to be compared with those in mathematics and some LOTE subjects where candidates have achieved close to the theoretical maximum of 200.

The proposal then is that a 20-point score be calculated from the HSC mark by applying linear transformations within the ranges set out above, with the variation that the maximum notional mark vary from subject-to-subject.

For all subjects the same conversion would apply for all HSC marks of 150 or less and would produce the following conversions:

HSC Mark	TCE 20-Point Score
150	17
148-149	16
145-147	15
143-144	14
140-142	13
138-139	12
135-137	11
133-134	10
130-132	9
127-129	8
123-126	7
119-122	6
115-118	5
112-114	4
108-111	3
104-107	2
100-103	1

An analysis of the top mark received by candidates over the past 5 years in Level 3 subjects will be used as the basis for calculating the conversion for marks over 150.



The Schools Board of Tasmania

Tasmanian Certificate of Education

External Assessment

1992

SS745 AUSTRALIA IN ASIA AND THE PACIFIC

Time: Three hours

On the basis of your performance in this examination, the examiners will provide a rating of A, B, C or D on each of the following criteria taken from the syllabus statement:

- | | | |
|--------------------|--|------------------|
| Criterion 2 | Demonstrate an understanding of significant characteristics of Australian, Asian and Pacific societies. | A
B
C
D |
| Criterion 4 | Process and present information, in a variety of ways, by interpreting and analysing data and evaluating evidence. | |
| Criterion 5 | Apply data to adopt and present a reasoned personal position on an issue. | |

and **THREE** of the following criteria depending upon which units have been studied:

- | | |
|---------------------|--|
| Criterion 8 | Evaluate the achievements of the empires studied. |
| Criterion 9 | Demonstrate an understanding of and evaluate the influence of religious ideas on the development of traditional Asian and Pacific societies. |
| Criterion 11 | Evaluate the effects of different economic policies available to be practised by countries in the region. |
| Criterion 12 | Examine and present information on the similarities and differences within a region, or between at least two regions. (Maps, graphs and diagrams may be used) |
| Criterion 14 | Recall specific historical knowledge relevant to Australia's changing relationship with Asia. |
| Criterion 15 | Describe the operation of International law in Asian countries and Australia and explore their rationale. |

SECTION A

Suggested Time : 2 hours

Use a separate booklet for this section.

Candidates must answer **THREE** questions, one for each of the three units studied.

X

This section assesses **Criterion 2** and the 'Unit Specific Criterion'.

Question 1 – EMPIRES

Compare **EITHER** the principal cultural **OR** economic achievements of **two** empires you have studied.

Question 2 – RELIGION

Demonstrate the influence of religious ideas on the cultural, economic and social values of one society that you have studied.

Question 3 – ECONOMIC ✓

Outline the problems of **two** different economic policies within the region. Refer to **two** countries you have studied.

Question 4 – LEGAL

Discuss one area of international law as it applies to nations in the Asia-Pacific region.

Question 5 – GEOGRAPHY

Identify and discuss the geographical similarities and differences within a region or between at least **two** regions.

Question 6 – HISTORY

Make a reasoned case for selecting one theme of those you have studied as being the most significant in Australia's relationship with Asia and the Pacific.

SECTION B

Suggested Time : 1 hour

Use a separate booklet for this section.

Candidates must select **TWO** questions from this section.

This section assesses **Criteria 4 and 5**.

In answering two questions from this section, you must use the knowledge you have gained from your study in AAP.

Also

- (a) use your knowledge to give evidence to support your decisions;
- (b) consider more than one alternative, outcome or consequence of the decision you make;
- (c) you must develop a response to the situation presented by making choices based on the clues in the hypothetical. The choices must be consistent and require you to use your knowledge of a country, region or ethnic group, and/or particular cultural and religious characteristics relevant to the question.
- (d) Question 7 is the Empires question.
Question 8 is the Religion question.
Question 9 is the Economics question.
Question 10 is the Legal question.
Question 11 is the Geography question.
Question 12 is the History question.

You have 30 minutes for each of these questions – based upon 10 minutes planning and 20 minutes writing.

HYPOTHETICAL

There is a hypothetical (imaginary) country, Country A ^{3°NE} of Australia.

One thousand years ago there was a large indigenous population in Country A and it was colonized by a powerful neighbour country, Country B. Country A acknowledged the cultural dominance of Country B. The most dramatic impact of this relationship was expressed in the spread of religious ideas from Country B to Country A. Gradually, Country B's religion became the dominant one.

From 1600 onwards Country B's internal problems distracted it from expansion in the region. Country A re-asserted its full independence.

In the late 19th Century a European power colonized Country A. The fertile soil was exploited for cash-cropping and minerals. Rapid growth led to unbalanced population patterns and unplanned urbanization. The traditional village-based economy broke down.

Asian migrant workers accompanied the European colonization of Country A and this introduced another religious belief system. This minority lived and worked mainly in the urban areas. This population rapidly increased to form 40% of the population by the mid twentieth century and has the controlling interest in the industrialized and trading sectors of the economy.

Country A's independence was won after a bitter struggle with the European power which wanted to return after the Japanese occupation in World War Two. The priority for the new government was to restore a shattered economy. This led to toleration of continuing colonial investment and also the successful economic activity of the immigrant population. A key to the economic success of Country A is its export of a raw material.

In 1992 the government of Country A is about to propose a series of measures which will lead to greater economic control by the local people of Country A. These measures may lead to problems for multi-national companies, aid projects and the minority group of descendants of the migrant workers.

Racial conflict is threatening to erupt. Australia's dilemma is that she has seen this country as one with which she should develop closer economic and security ties.

Question 7 – Empires

You have been selected by a group of archaeologists to write a report about the decline of Country B. The report will be for a museum board in Country B and should include:

- (a) a description of the possible relationship between the subordinated Country A and Country B;
- (b) an analysis of the probable reasons why Country B was unable to continue its dominance;
- (c) an outline of some themes demonstrating the cultural dominance of Country B over Country A for **EITHER** the exhibition of artefacts from the period of Country B's cultural dominance over Country A **OR** preparation of a guide booklet for relevant historical sites from the same period.

Question 8 – Religion

Prepare a report for the United Nations on the religious aspects of the increasing conflict in Country A in which you:

- (a) explain what might have been the reasons for the religion of Country B becoming the dominant system in Country A;
- (b) suggest what elements in the religion of the local people and that of the Asian immigrant workers could possibly lead to clashes between these two groups;
- (c) outline some possible proposals for reducing religious tensions in Country A.

Question 9 – Economic

You have been commissioned by 'Four Corners' to write a report for this television programme.

The report must:

- (a) briefly outline the possible economic system of the country;
- (b) identify the probable raw material resource exported by Country A. Argue a case for **OR** against Australia's economic involvement with this resource;
- (c) give a reasoned position on the advantages **AND** disadvantages to Country A of involving multi-national companies in its economy.

Question 10 – Legal

Choose a specific conflict or issue from the hypothetical involving Country A. As a junior legal researcher for a United Nations committee your task is to:

- (a) list the relevant international agreement(s) that could apply in this case;
- (b) outline the possible factors involved in the dispute;
- (c) consider the relevant forums for discussing and resolving the dispute.

Question 11 – Geography

You have been commissioned by *Geography Today* magazine to write a report on Australia's developing links (such as trade, aid or any other you have studied) with Country A. Your report must:

- (a) outline the possible geographical characteristics of Country A;
- (b) select an appropriate link and describe its likely operation;
- (c) evaluate the likely advantages and disadvantages to Country A and to Australia of the selected link.

Question 12 – History

A history of Country A has been commissioned by the Australian government. Most of this country's history has not been interpreted or read in Australia. Your task is to:

- (a) explain why Country A was attractive to the European colonizer;
- (b) suggest what possible effects the winning of independence of Country A had on Australia's relationship with the region from 1945 onwards;
- (c) identify one issue which could arise out of talks between Australia and Country A about matters of mutual interest to this region. Explain this issue's significance in light of the hypothetical profile of the country.

FAHAN SCHOOL

AUSTRALIA IN ASIA AND THE PACIFIC (AAP)

EXAMINATION 11/12 SS 735C AAP

Time: 2 hours

The examination is divided into three parts as follows:

PART A

The question in Part A pertains to the unit Ideas and Religions in Asian and Pacific Societies. For this question you will be assessed against the following criteria:

- 1 Recall and understand relevant subject terminology.
- 2 Demonstrate an understanding of significant religious and philosophical characteristics of Asian societies.
- 8 Demonstrate an understanding of the influence of religious ideas on the development of traditional Asian societies and their relationship to contemporary society.

Suggested time for Part A: 30 minutes (10 minutes planning and 20 minutes writing)

PART B

You must answer three short answer questions which pertain to the unit Tourism in Australia, Asia and the Pacific)

For **Question 1** you will be assessed against the following two criteria:

- 5 Present a reasoned personal position on issues related to the environment of the Tourist and Travel industries.
- 8 Know and understand the nature and effects of the tourist movement on the people of the region and their environment.

For **Question 2** you will be assessed against the following two criteria:

- 1 Recall and understand relevant subject terminology and concepts.
- 2 Demonstrate an understanding of patterns and processes of tourism and travel in and between Australia and Asia.

For **Question 3** you will be assessed against one criterion:

- 7 Demonstrate an understanding of the range of cultural norms and beliefs which relate to the travel and tourism industry.

Suggested time for Part B: 30 minutes (10 minutes per question)

PART C

This section assesses two overall criteria for AAP:

- 4 Interpret and analyse data and evaluate evidence.
- 5 Apply data to adopt and present a reasoned personal position on an issue.

Suggested time for Part C: 60 minutes (20 minutes reading and planning; 40 minutes writing and checking)

PART A

Describe the influence religious ideas have on the daily life of a community in an Asian society and the influence they have on the development of that society.

PART B: Answer every question

Question 1

Read the poem by Cecil Rajendra from Penang, Thailand.

Tourism has changed the poet's world and the changes raise issues common to tourism in many parts of Asia.

- (a) Outline the issues raised in the poem.
- (b) Suggest a solution for one of the issues raised.

Tourists, transistors or stones

The silent scarecrows
that stood sentinel
over our rice-fields
have gone . . .
And where once
rolling paddy-fields
stretched for miles
now the multinational
electronic factories
roost supreme
Lords of the domain
Messrs Hitachi and Bosch
belch their industrial
filth into our sky
Industrial giants
—like secret agents—
have licences to kill
Wherever you turn
the story's the same
Development hits you
like a flung knife
I walk down to
the village and find
the local smallholder
who used to supply
our weekly quota
of eggs and vegetable
has been bought over
by a hotel developer
He is now a waiter
in the man's hotel
His daughter

marks time in the
adjoining escort agency.
Sighs in my heart
I return home
open a newspaper and read
plans are already afoot
to transmogrify my
favourite fishing village
into yet another Mecca
to tantalise the tourists
The fishing stakes are
being ripped out to make
way for a floating casino
bars, massage parlours and all
the paraphernalia of decadence
Meanwhile, the fishermen
will have to buy their fish
Like every honest citizen
I have no bones
to pick with progress
but if croupiers
and waiters
and foreign investors
take over from
our farmers and fishermen
pray, tell me this
when my son grows up
what will he eat
tourists, transistors or stones? . . .

C. RAJENDRA
"CONTOUR", THAILAND

Question 2

- (a) Why do people become tourists?
What factors determine the movement of people within the Australian, Asian and Pacific region?
- (b) It is said that 'World tourism is expanding in directions which favour Australia as a tourist destination'. How can tourism, particularly tourism from Asia, benefit Australia?

Question 3

Imagine a friend of yours is going on a trip to a destination in Asia and that she seeks some advice from you on how to behave in order to gain the most from her trip. What would you advise her?

PART C

In answering the questions from this section you must use the knowledge you have gained from

- . Aboriginal Studies
- . Ideas and Religions in Australia, Asia and the Pacific
- . Tourism in Australia, Asia and the Pacific

You must construct the situation presented to suit your needs by making choices as the question requires.

AAP HYPOTHETICAL

There is a hypothetical (imaginary) island, called Country A, situated north-east of the Philippines. Today Country A is considered a less developed country.

Country A has been inhabited for over 3000 years by the indigenous people who lived a traditional subsistence lifestyle until the beginning of the 17th century when Europeans "discovered" the island, and after fifty years, formed permanent settlements on part of it.

By the end of the 19th century the way of life was disturbed by the discovery of a valuable natural resource. As a result the island became the chosen destination of many migrants.

There are now several ethnic groups in Country A and three of the world's major religions are represented. One of these groups has become dominant. The resource which attracted migration is no longer viable.

In 1992, a multi-national hotel chain wishes to build a major tourist complex on a section of Country A's beautiful coastline.

A proposal is causing clashes between groups on the island. Some of the inhabitants of Country A believe that a major tourist complex will bring needed financial wealth to their country. Others are not convinced of the long-term value of tourism.

You have been commissioned by '60 Minutes' to write a report for the television producer of the program. Your report must include:

- (a) an overview of the major ethnic groups in Country A.
 - (b) an outline of the dominant belief system in Country A.
 - (c) an account of the reasons for the growth and spread of this belief system.
 - (d) an analysis of the aspects which are leading to the clashes between the groups.
 - (e) your personal position on the advantages and disadvantages of the development of this major tourist complex to Country A.
-

EXAMINATION 11/12 SS 735 C AAP

TIME: TWO HOURS

The examination is divided into three parts as follows:

PART A The question in PART A pertains to the unit IDEAS AND RELIGIONS IN ASIAN AND PACIFIC SOCIETIES.

For this question you will be assessed against the following criteria:

1. Recall and understand relevant subject terminology.
2. Demonstrate an understanding of significant religious and philosophical characteristics of Asian societies.
3. Demonstrate an understanding of the influence of religious ideas on the development of traditional Asian societies and their relationship to contemporary society.

Suggested time for PART A: 30 minutes (10 minutes ^{Planning} and 20 minutes writing)

PART B You must answer three short - answer questions which pertain to the unit TOURISM IN AUSTRALIA. ASIA AND THE PACIFIC.

For QUESTION 1 You will be assessed against the following two criteria:

- 5: Present a reasoned personal position on issues related to the environment of the tourism and travel industries.
- 3: Know and understand the nature and effects of the tourist movement on the people of the region and their environment.

For Question 2 you will be assessed against the following two criteria:

- 1: Recall and understand relevant subject terminology and concepts.
- 2: Demonstrate an understanding of patterns and processes of tourism and travel in between Australia and Asia.

For Question 3 you will be assessed against one criterion:

- 7: Demonstrate an understanding of the range of cultural norms and beliefs which relate to the travel and tourism industry.

Suggested time for PART B: 30 minutes (10 minutes per question)

PART C This section assesses two overall criteria for AAP:

- 4: Interpret and analyse data and evaluate evidence
- 5: Apply data to adopt and present a reasoned personal position on an issue.

Suggested time for PART C: 60 minutes (20 minutes reading and planning; 40 minutes writing and checking)

PART A

One essay question

PART B

Three short - answer questions. You must answer each of them. They are taken directly from the booklet.

PART C

Part C is the HYPOTHETICAL

In answering the questions from this section you must use the knowledge you have gained from:

- . Aboriginal Studies
- . Ideas and Religions in Australia. Asia and the Pacific
- . Tourism in Australia. Asia and the Pacific

You must construct the situation presented to suit your needs by making choices as the question requires.

Practise two HYPOTHETICALS.

HYPOTHETICAL ONE

There is a hypothetical (imaginary) island called Flinders Island situated north - east of Tasmania. It has been inhabited for many years by Aboriginal people who lived a fairly traditional subsistence lifestyle until the twentieth century when Europeans 'discovered' the island as a wonderful tourist resort. As a result it became the chosen destination for thousands of tourists between November and April each year. Some of the Aboriginal people believe that tourism on the island is essential for economic reasons. Others are not convinced of the long term social and economic values of tourism.

YOU have been commissioned by the television program "BLACKOUT" to write a report for the producer of the program. Your report must include:

- . an outline of the culture of the traditional owners of the island
- . an account of the growth and spread of the tourism industry on the island
- . an analysis of the aspects which are leading to clashes between some of the Aboriginal people and the managers of the tourism industry
- . your personal position on the advantages and disadvantages of the development of tourism on Flinders Island.

HYPOTHETICAL TWO

There is a hypothetical, small, independent country (a small island) situated north of the islands of Indonesia and south of the Philippines. There are several ethnic groups in this country and one of the world's major religions is represented and the people who belong to this religion form the dominant group.

You are the first Australian diplomat to be appointed to this country. Australians, including most members of the Federal Government, know little about it but are keen to develop a good relationship with the country. So, your first task is to prepare a report for the Department of Foreign Affairs in Canberra to inform them about the country.

Your report should include:

- . a very brief outline of the history of the island (country)
- . a description of the ethnic groups living there
- . an overview of migration to and from the island
- . an outline of the dominant belief system
- . the reasons for the growth and spread of the major religion on the island
- . the influence of the religion on the daily lives of the population
- . the influence that the religious ideas of the dominant group has on the development of the island
- . a suggestion of how Australia can begin a positive relationship with the country and its people

GOOD LUCK WITH THE EXAM!

Jane Naqvi
Teacher

PART C

a) The major ethnic groups represented in Country A are Indonesians, Phillipians, Europeans of a mainly French background, Malay Malaysians and the Aborigines.

b) The dominant belief system is Islam. Islam follows the beliefs of Mohammed (p.b.h.) and his ~~phoe~~ prophesizing. It is a monotheistic religion which the followers believe in the twelve 'messiahs', the thirteenth of whom will come on the day of judgement, and live their lives according to the five pillars and the six 'freewillies'. They pray five times a day and eat 'halal' meat. Their holy book is called the Koran (Qu'ran). Women must keep their bodies covered except for their faces and hands.

Muslims believe in the Garden of Eden and in Heaven and Hell much the same way as Christians.

c) Malaysians and Indonesians migrated in great numbers during the 17th century. They soon outnumbered most of the ethnic groups in Country A. For a period of 50 years, there was a violent religious and racial war between the groups and the Malaysians and Indonesians became very dominant, so much so, that by the beginning of the 18th century, the government consisted of a totally muslim authority. To stop the violence, the government made Islam the state religion, although no attempts were made to force people to convert.

to Islam, although many extremists believed it was their religious duty to convert the whole population, by force of the holy sword, but these were outnumbered.

d) The indigenous people of Country A have stated their disapproval of the plans, saying that their culture and people have already been exploited and the tourist development would see the end of their traditional "culture" and their lifestyle ^{and are} will be commercialized. They are also concerned for their women, who are still in a vulnerable position after years of exploitation and rape from the migrants over ~~the~~ Country A's bloody history.

But most of all, they are concerned that the tourist resort will take over the land and industrialize the lifestyle.

The Muslim percentage of the population disagree with this verdict and wish to have the tourist resort. However, they wish the tourist complex to be akin to the one of the Maldives, where the tourists are isolated from the people.

The Malaysians and Indonesians believe this way they will benefit economically, but not subject to the negative consequences of tourism. They will not be offended by the tourists' behaviour and ~~and~~ alcohol and drugs will definitely be forbidden. There will be strict guidelines to go there for the tourist to protect the people of Country A from environmental

electricity and a better sewerage system. However, there is always a danger that the money the tourists bring will go to the foreign investor and airlines rather than to the local community.

There are numerous disadvantages that could eventuate, both socially and environmentally. Socially, there is always a danger that the people are exploited, especially women.

There would also be a danger of losing Country A's diverse culture and it becoming an industrialized mass culture.

The indigenous people are in more of a vulnerable position as their culture is already being commercialised and its authenticity being lost under the waves of economic success. This culture would need to be preserved carefully.

The large muslim population do not need to be offended by indecent behaviour by tourists and have stated this emphatically.

Finally, the environmental impact on Country A would be extensive. Country A and its resources are small and could easily be exploited if there were an excess of tourists. The beautiful coastline of Country A would undoubtedly be polluted to some extent and this must be avoided.

I believe that ~~the~~ Country A does offer a lot as a tourist destination but that the way on the island should be minimal to retain the wonderful ~~as~~ culture and environment. Therefore, I suggest that the muslim alternative is perhaps the best, as it keeps the local

people in control. ~~that~~ This system worked considerably well in the Maldives and there is no reason why it shouldn't in Comoros.

~~✗~~

Hinduism, the religion has no founder but we can presume that it began as all religions do, with a sense of dependence upon unseen powers. The origins of the caste system however, go back over 3500 years ago with the arrival of the Aryan people from Central Asia. They divided the people of ^{ancient} India into four main Varnas, the Brahmins (priests), the Kshatriya (warriors), the Varinya (merchants) and the Sudras, the peasants. These original divisions were based purely on racial colour and have survived to hinder the development of Indian society today. ~~So too, do the deeply felt~~ The role of women and their part and present injustices also work against the economic and social betterment of society.

Hinduism cannot be described as a select group of beliefs and ideals, as it has a multi-faceted nature which makes it difficult to define. ~~because~~ The emphasis is not on any central structure but on living the life. ^{While} ~~that~~ Hinduism is a massive collection of different cultural beliefs, ideals, customs and traditions, there are three commonly held beliefs, these are in rebirth, Karma and dharma. Rebirth is the concept that the soul progresses as it passes from one body to another. Karma is the idea that actions in ones previous ~~life~~ lives accounts for his/her present position. This is clearly advantageous to those upper class Hindus as they already enjoy positions of status that up until recently were rarely questioned, but have challenged. Dharma is a major objective, it is the pursuit of righteousness through the carrying out ones religious and social duties. ~~It is~~ ~~commonly held belief~~ It is believed that by accepting ones Karma and doing ones dharma, a Hindu will earn a higher status in their next life. The Hindu assumption that people are born unequal is the source of much controversy.

A In Indian society today the Brahmins make up 1% of the population and are well represented in ^{high status} government jobs.

The upperclass is about 14% of the population and includes the merchants and landowners, these are the employer caste and often exploit lower caste employees. These lower castes are over half the population and consist of carpenters, labourers and cowherders. The Dalits, which is actually the Indian word for oppressed, make up a further 20%, they are also known as the untouchables as uppercastes traditionally scrupulously avoid contact with them. They do the jobs Indian society considers the most demeaning, such as human waste disposal, burning the dead and wearing leather shoes.

While the caste system ~~has~~ has advantages, for instance, it provides these societies with a sense of security, it serves as a stabilizing force and guards ancient tradition, these benefits are at a greater cost. For example, the cost of stability is stagnation as the upward flow of talent is blocked, communication, development and technological progress are slowed by the complexities and barriers of caste.

The costs of injustice, prejudice and widespread inequity, though are by far the greatest. ^{for example} In 1990 there were 15,000 reported cases of rape, murder and abuse against Dalits and many more ^{90%} ~~are~~ unrecorded because bureaucrats and police are often upper caste. ^{However} the victims of the system are no longer accepting the Hindu view of fatalism as cause to tolerate their deprived conditions. As one young Dalit expressed "my father generation accepted the humiliation, we will not tolerate this injustice", this view is held by many ~~young~~ of the younger generation in India. ~~Over the years~~ Over the years government intervention has been limited ^{largely} ~~or~~ unsuccessful, for instance, in the 1950 Commission, with the aid of Gandhi, the notion of "untouchability" was abolished in all forms, this clearing hurdle had

There have also been

3

the desired impact on the people of India. Unsuccessful attempts at social engineering, through the use of ~~at~~ scholarships, bonuses and cash payments to those who marry into another caste.

The reservation of government jobs, 27% for lower castes and 15% for Dalits is more of a vote-catching measure not the high levels of illiteracy 65% ensure that only those who are already ~~more~~ advantaged ~~will~~ ~~the~~ jobs are employed.

However, no one can disagree that the old taboos have become irrelevant in the context of an urban society, as people must live, eat and work together. For these reasons the 3500 year old foundations of the caste edifice have begun to crumble.

I
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Q1.

S	R
A	A

4

1) The issues raised in this poem include the loss of traditional occupations ~~and~~, as when tourism is introduced to a community the people are encouraged to ~~give~~ "put aside their fishing nets, and often to make way for development, such as a floating casino but also to be employed by tourist complexes to do the most menial and ~~often~~ ^{usually} unskilled jobs required, As a result, local food ~~may~~ becomes scarce ~~and~~ ^{but} the ~~indeed~~ local people cannot afford the expensive imported food because as the cost of living rises, their wages remain low.

Another issue raised is the exploitation of both the environment and people by multinational co-operations and hotel chains as they bulldoze forests, poison water and pollute air and noise pollution in their efforts to create that mythical paradise for tourists. The poem also touches on the exploitation of women who are ~~for~~ often forced as a result of the impact of tourism to share the role of wage earners and ~~also~~ which usually is through prostitution. ✓

a) ~~For In order to~~

b) Locals need to be encouraged to retain their traditional jobs and ~~importance~~ ^{emphasis} must be placed on their importance for economic and cultural reasons. ~~to be encouraged~~ ~~the government~~ Also there should be training programs to allow local people, if they must change jobs, to attain a high, more skilled position in the tourism industry.

Q2.

- a) There are four main types of ~~travel~~ tourists, there are, the recreationists who wish to travel and return refreshed, they enjoy day trips and folk events and destinations such as Bali. The escapists ~~who~~ like to escape the tedium of daily life and are after health, bright lights and shopping in places like Hong Kong and Singapore. The culture-seekers, are genuinely interested in another culture, but at the same time, about mind luxury hotels, they go to countries such as China. The searchers are after ~~an~~ a personal experience, and enjoy retreats, trails and the discovery of religion in Nepal and India. Australian and Asians are generally in search of sea, sand and sun, for all is ~~with~~ good shopping, nightlife and health.
- b) Tourism is currently Australia's ~~and~~ greatest foreign exchange earner, the more money we receive through tourism the more we can reduce our current account deficit. Asians, in particular the Japanese are our closest neighbors, they usually have a large disposable income and enjoy the vastness and variety of Australia.

3. Most importantly, I would advise her to learn the code of ethics or the taboos. ~~and~~ For example, I would tell her that the manner in which Australians speak, both loudly and aggressively is offensive to most Asians. They dislike public displays of affection, people who brag or boast or are too direct and saving face is of utmost importance. I would tell her to stay at local hotels and eat local food, not to be overly critical of the location's faults, not to make promises she can't keep, not to bargain ~~and then~~ as it reduces the income of the producer, who unlike her ~~is~~ probably can't afford ~~the expense~~. I would tell her to respect the religion and customary sensitivities of the place and people but most importantly, to remember that what intrigues and entertains her may be ~~in~~ belittling or insulting to her.

AUSTRALIA IN ASIA AND THE PACIFIC (AAP)

EXAMINATION: 11/12 AB902 A: ABORIGINAL STUDIES

AN 'A' SYLLABUS FOR THE
TASMANIAN CERTIFICATE OF EDUCATION

TIME: THREE HOURS

On the basis of your performance in this examination, you will receive a rating of A, B, C or D on each of the following criteria:

- Criterion 1 Recall and understand terminology and concepts related to indigenous Australian societies and cultures.
- Criterion 2 Demonstrate an understanding of significant characteristics of contemporary Aboriginal societies.
- Criterion 4 Process and present information in a variety of ways by interpreting and analysing data and evaluating evidence.
- Criterion 5 Apply data to adopt and present a reasoned personal position on an issue.

You must answer three questions, one from Part A and one from Part B. Part C consists of one question. As a guide, it is suggested you use your time in the following way:

Parts A and B: 10 minutes planning and 30 minutes writing.

Part C: 30 minutes reading and planning and 60 minutes writing. For Part C, there is an attachment. Make sure you receive this before you start.

You should then have about 10 minutes for proof reading.

PART A: Answer ONE question

Assessment Criteria 1 and 4

- 1 Some prehistorians and other people believe that Tasmanian Aborigines became extinct after the death of Truganini in 1876. However, present-day descendants of Aborigines state that they are Aboriginal. Describe the historical and cultural bases of their arguments, make reference to the views of the Commonwealth and State governments and explain why Aboriginal identity is important to those who claim it.
 - 2 Write an account of peace and warfare between Aborigines and settlers in Tasmania from the point of view of one of the following personalities:
 - Manalagenna
 - Truganini
-

PART B: Answer ONE question

Assessment Criterion 2

- 1 Select two of the following issues affecting Aboriginal people in Australia.
 - . Law
 - . Health
 - . Emergence of urban culture
 - . Identity (do **not** select this if you did Question 1 in Part A)

Outline the historical and/or cultural basis of each issue and discuss the current situation, making reference to specific groups of people.
 - 2 Select two of the following issues affecting Aboriginal people in Australia.
 - . Environment
 - . Welfare
 - . Reconciliation
 - . Identity (do **not** select this if you did Question 1 in Part A)

Outline the historical and/or cultural basis of each issue and discuss the current situation making reference to specific groups of people.
-

PART C: Assessment Criteria 4 and 5

In answering the question you need to:

- (a) read the attachment of newspaper reports.
- (b) use your knowledge to give evidence and real examples to support your recommendations.
- (c) Consider more than one alternative, outcome or consequence of your recommendations.

It is May, 1996.

A Tasmanian State election was held in April and there is a new Minister with the combined portfolios of Parks, Wildlife and Heritage and Aboriginal Affairs.

Yesterday, May 3, 1996, about 150 Aborigines and their supporters went to Risdon Cove and raised their black, red and yellow flag which had written across it the words: Lest You Forget.

The Aborigines have indicated that they will reoccupy the site until the State Government acknowledges the massacre at Risdon Cove and the dispossession of Aboriginal land, and gives Land Rights in Tasmania according to the Aboriginal Land Claim. The areas claimed include Kuta Kina Cave, Wybalenna, Big Dog Island, Babel Island (i.e. the Mutton Bird Islands in the Furneaux Group), Cape Barren Island, Cape Grim, Rocky Cape, Oyster Cove and Risdon Cove.

Your task is to prepare a report for the Minister so that she can formulate the Government's response to the current occupation (protest) at Risdon Cove and the Land Rights Claim.

Your report should include

- . historical information
- . cultural information
- . alternative responses
- . recommendations.

Eleven newspaper cuttings from 1988-1992 on the subject of Aboriginal land rights have been removed for copyright or proprietary reasons.